



Tennessee
Higher Education
Commission

**Articulation and Transfer
in Tennessee
Higher Education**

**Annual Report
2014-15 Academic Year**

October 1, 2015



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2015 - 2016 COMMISSION MEMBERS

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I. Executive Summary

Statewide Student Transfer Activity

- During academic year 2014-15, comparable proportions of students transferred into the public sector and TICUA member institutions in each semester. The majority of new transfer episodes—59.9 percent in the public sector and 63.5 percent in TICUA—occurred in the fall semester. Less than 30 percent of all annual transfers occur in spring (Figure 1).
- Most transfer activity (about 59 percent) occur within the Tennessee higher education system, while 35.9 percent of transfer students arrived from other states. About 5 percent of transfers moved to TICUA institutions from unknown locations (Figures 2 and 3).
- Over half (53.4 percent) of students transferring from out-of-state institutions were actually Tennessee residents returning home (Figure 3).
- Almost 50 percent of out-of-state transfers came from just nine states: Mississippi, Georgia, Kentucky, Virginia, Alabama, North Carolina, Florida, Texas, and California (Figure 4, Table 2).

Trends, Demographics, and Enrollment Status

- New transfer students have constituted a steady percentage of the overall public undergraduate enrollment in Tennessee over time. On average, new transfers have made up 7.4 percent of fall enrollment for the past eight years (Figure 5).
- Transfer students are similar to native students in terms of their demographic and academic characteristics. However, adult students do make up a larger share of the transfer student population (Figure 6).

Public Sector Transfers

- Almost 55 percent of transfers into the public sector are from other Tennessee public institutions (Figure 2; Table 1; Figure 9).
- Transfer activity within the public sector is multidirectional. However, the majority (73.3 percent) of transfers are vertical, with community college to university transfers out-numbering university to community college transfers by nearly 2 to 1. The remainder of transfer activity is horizontal, within a sector of similar institutions. The

direction and relative shares of transfers among Tennessee public institutions have been consistent for the past several years (Figure 9; Table 3).

- During the entire 2014-15 academic year, 26.1 percent of internal public-sector transfers moved from a university into a community college. This percentage is lower for the fall semester (21.9 percent) than for the whole academic year (Figure 9; Table 3).
- The traditional model of transfer—from community colleges to public universities—accounts for less than half of all new transfer activity within Tennessee public higher education (about 47 percent). The fall semester share of community college transfers into public universities has recently increased slightly (Figure 9; Table 3).

Transfer Activity by Institution

- The portion of new transfer students arriving on Tennessee public university campuses (10.4 percent for AY 2014-15) is slightly higher than that for community colleges (8.4 percent) (Figure 10; Appendix A).
- The share of new transfer students in the fall semester, measured as a percent of public undergraduate enrollment, has been consistent across institutions and systems over time (Table 4).
- The share of new transfers arriving in the fall semester (7 percent) is much higher than in summer (4.1 percent) or spring (3.8 percent) (Table 5).

Academic Characteristics of Transfer Students

- Over a half (55.1 percent) of all public transfer students major in three broad areas: Liberal Arts and Sciences, Health Professions and Related Services, and Business, Management and Administrative Services (Figure 12).
- Almost twenty percent of public students transfer before earning more than 12 credits and nearly 58 percent before earning over 48 credits (Figure 13).
- Over 31 percent of students transfer with more than 60 credit hours; many do so without having earned an associate's degree (Figure 13).
- For students who transfer with more than 60 credits but without a degree, the most popular major declared at the new institution is Health Profession and Related Services (Figure 14).

Student Migration from Tennessee Colleges of Applied Technology

- During the academic year 2014-15, Tennessee Colleges of Applied Technology sent 560 students to the state's public colleges and universities (Table 7).
- The average number of TCAT transfers was 16 students per university and 32 students per community college (Table 8).
- Students migrating from Tennessee Colleges of Applied Technology are similar to traditional public transfers in terms of their demographic characteristics but include a larger percentage of adult, female, and white students (Figure 15).
- Unlike traditional transfers, most TCAT transfers are returning or readmitted students at their receiving institutions (Table 9).
- After transfer, 78.6 percent of TCAT transfers choose one of five majors: Health Professions and Related Services; Liberal Arts and Sciences; Engineering, Personal Improvement and Leisure Programs, and Business and Management.
- About 70 percent of TCAT transfers change their broad major fields after transferring into a college or university (Table 10).

Degree Completers at Tennessee Public Universities

- Among 2013-14 baccalaureate completers, 44.6 percent changed schools at least once during their postsecondary academic career.
- Among 2013-14 baccalaureate completers, 33.7 percent previously enrolled at a two-year college somewhere in the United States and 29.4 percent at a Tennessee community college.

II. Background

The annual Articulation and Transfer report fulfills the statutory requirement of the Tennessee Higher Education Commission (THEC) to report to the chairs of the Senate and House education and finance, ways and means committees of the General Assembly each year on the progress made toward full articulation between all public institutions (Tenn. Code Ann. § 49-7-202(f)).

The 2015 Articulation and Transfer report presents an update on the implementation of the articulation and transfer mandate of the *Complete College Tennessee Act* (CCTA) of 2010. It also examines student transfer activity in the academic year (AY) 2014-15, as well as characteristics and mobility patterns of former students of Tennessee Colleges of Applied Technology (TCATs).

This report analyzes student transfer activity for the entire academic year. Specifically, it looks at new transfers in Tennessee higher education institutions in the summer and fall of 2014 and the spring of 2015. To be consistent with the reports published prior to 2013, select tables and figures present data for the fall 2014 term only.

Definitions

In the postsecondary context, **articulation** is the process of comparing the content of courses transferred between institutions. Seamless articulation ensures that courses completed at the sending institution need not be repeated at the receiving institution. Articulation agreements between postsecondary institutions or systems may differ relative to courses in the general education curriculum, the pre-major block, and the academic major.

For purposes of this report, a **transfer student** is a person who enrolled as an undergraduate at the receiving institution (transfer-to institution) for the first time (that is, was not a returning or readmitted student) and brought in credits earned at another postsecondary institution. Transfer students include individuals returning to higher education with degrees at the baccalaureate level or above. This definition differs from those used in the *Tennessee Higher Education Fact Book* and in the outcomes-based funding formula¹. Therefore, the reader is cautioned not to compare the number of transfer students and the number of credit hours transferred that are produced by these distinct methodologies.

¹ The *Fact Book* relies on institution-reported data, while this report also checks institutional codes for transfer students against student enrollment history and registration type in the current and prior terms.

A **native student** is a student at a public Tennessee institution who never transferred from another institution during his or her academic career. However, native students include individuals who took courses in a higher education institution different from their current institution of enrollment while in high school.

A **non-transfer student** is a student at a public Tennessee institution who was not identified as a transfer student at any time during the academic year of interest. By definition, non-transfer students include native students as well as students who transferred into the Tennessee public sector prior to 2014-15.

A **TCAT transfer** is a student who was enrolled in a public Tennessee institution in the academic year 2014-15 and had taken classes at a Tennessee College of Applied Technology in the previous semester of enrollment. For fall public enrollees, enrollment in TCAT classes may have occurred in either summer or spring. No assumption of transferred credits is made with these students.

Articulation and Transfer Policies

To meet the CCTA requirements, the Tennessee Board of Regents (TBR), University of Tennessee (UT), and THEC developed a **University Parallel Track** program. This initiative designated 52 transfer pathways between the state's community colleges and public universities. These pathways—and the common general education requirements—provide seamless transfer for community college students to any Tennessee public university in the fields of study covered.

Additionally, the systems and THEC have developed a **Reverse Transfer** policy and accompanying transcript analysis system, which allows transfer students who have accrued the appropriate number and distribution of credits after transferring to a public university to retroactively earn an associate's degree from the originating community college. The Tennessee **Prior Learning Assessment** (PLA) initiative promotes the evaluation of non-traditional learning for academic credit at Tennessee public institutions, and ensures transferability of PLA credits among systems and institutions.

To further expand the opportunities available to Tennessee students, THEC invited participation from the Tennessee Independent Colleges and Universities Association (**TICUA**) in development of each of the above initiatives. To date, 20 private not for profit institutions accept all or some of the 52 transfer pathways; six private not for profit institutions are involved with the reverse transfer initiative; and private not for profit institutions accept numerous and various forms of PLA.

Protecting Personally Identifiable Information

Throughout this report, THEC seeks to comply with federal *Family Educational Rights and Privacy Act (FERPA)* requirements to protect students' personally identifiable information by suppressing individual cells containing five observations or fewer. As a result, the totals reported in some tables may not equal the actual total due to the omission of these suppressed values. All such cases are identified with a special note under the respective table, and the unsuppressed grand total is reported separately.

Acknowledgments

This report is made possible through the ongoing efforts of the **Tennessee Board of Regents** and **University of Tennessee** systems and their member institutions to provide quality data on their student populations and updates on articulation and transfer policy implementation. Additionally, for the sixth year, THEC gratefully acknowledges the unremitting effort of **TICUA** and its member institutions to provide data on transfer students. This collaboration has made possible statewide and yearlong snapshots of student transfer activity in the public and private sectors.

III. Complete College Tennessee Act: Articulation and Transfer Policies

Background

The State of Tennessee continues to develop and implement policies that provide for better articulation among institutions and more efficient transfer of students. A central focus of the *Complete College Tennessee Act* (CCTA) of 2010 was to improve the transferability and articulation of college credit between the community college and university sectors. Specifically, the CCTA directed the Tennessee Higher Education Commission (THEC), in cooperation with the University of Tennessee (UT) and the Tennessee Board of Regents (TBR), to ensure that 60 hours of instruction in defined Tennessee Transfer Pathways can be fully transferred from community colleges and applied toward the requirements for a bachelor's degree at state universities.

Tennessee is making great strides to implement the articulation and transfer mandate of the *Complete College Tennessee Act* of 2010. The systems, in collaboration with THEC, continue to monitor the health and productivity of the transfer process and implement new policy initiatives. In the area of articulation and transfer, CCTA implementation has been structured around the following key initiatives: (a) establishing Tennessee Transfer Pathways, (b) developing a Reverse Transfer Policy, and (c) ensuring transferability of Prior Learning Assessment (PLA) credits.

A. Tennessee Transfer Pathways

The *Tennessee Transfer Pathways* are designed to expedite student progression toward a bachelor's degree. A transfer pathway provides for 60 hours of fully transferrable instruction in a designated major. The 60 hours of instruction in a transfer pathway consists of 41 hours of general education and 19 hours of pre-major or elective courses. Students can earn an associate's degree from a Tennessee community college that ensures a smooth transition into the corresponding baccalaureate degree program at a state public university. These pathways provide seamless transfer for community college students to any participating four-year institution in Tennessee that offers the baccalaureate degree in those majors or participating TICUA institution.

By 2014, faculty from both the TBR and UT systems had agreed upon and published pathways for 36 majors. Each pathway provides a list of all courses including general education requirements and major-specific electives to meet the pathway's degree requirement. During the AY 2014-15, faculty teams met to develop 16 additional majors. These new pathways were determined through an analysis of student transferability and academic program offerings of the community colleges and universities.

One of the primary methods of communicating information about transfer pathways to students is through the Tennessee Transfer Pathways website (www.tntransferpathway.org). The two public higher education systems collaborated to develop this site as a comprehensive, one-stop reference point for students, faculty, advisors, and administrators. The website provides essential information for students concerning the mechanics of the transfer process, a curriculum for each pathway, and progress worksheets for students. During the fall 2014 term, the website was further refined to assist undecided students to select a program of study by mapping program requirements to the specific sequences and terms in which they should be taken. Faculty teams reviewed the current transfer pathways and organized them into eight focus areas. The focus areas will assist undecided students in exploring these broad directions initially with the pursuit of eventually narrowing their focus with a declared major.

B. Reverse Transfer Policy

THEC, TBR, UT, and TICUA have developed a comprehensive *Reverse Transfer Policy*. This policy allows students who transferred to a participating four-year institution to also receive an associate's degree from their originating Tennessee community college if, after transferring, they accrued the number and distribution of credit hours required for that degree. Potential reverse transfer degree candidates must have earned a minimum of 15 college credits at the Tennessee community college (to meet regional accreditation residency requirements) and have earned a minimum of 60 combined credits from the community college and the four-year institution.

Reverse Transfer is defined as "*a credit review of students who transfer from a community college to a four year institution prior to receipt of the associate's degree to determine if and when the students complete the associate's degree requirements and, if so, to award them an associate's degree*" (Recommended Policies, Procedures and Guidelines for Reverse Transfer, 2012, p. 1). The Reverse Transfer Policy applies to all public and participating private institutions in Tennessee and serves as a national model.

In April 2012, Governor Haslam signed HB 2827, which "authorized and encouraged" the TBR community colleges to enter into reverse transfer agreements with the state's public and private four-year institutions that are accredited by the Southern Association of Colleges and Schools. The TBR and UT four-year institutions were also authorized and encouraged to enter into reverse transfer agreements with the TBR community colleges.

Since April 2012, significant progress has been made in the development and implementation of the reverse transfer process to award future associate's degrees to students who transfer from community colleges to participating four-year institutions before receiving their associate's degrees. Significant accomplishments are highlighted below:

- November 2013 – University of Tennessee received a two-year grant of \$400,000 from Lumina Foundation for the reverse transfer grant proposal “*Credit When It’s Due.*” Governor Haslam also included a \$300,000 appropriation in the 2014 budget for software and implementation of the reverse transfer process statewide. Lumina funds are supporting personnel, marketing, training, website development and project research and analysis.
- December 2013 – UT Center of Business and Economic Research submitted a Request for Proposals to develop a fully automated process that will involve the electronic exchange of student transcript data among multiple institutions (two-year and four-year) within multiple higher education systems (TBR, UT, and TICUA) for the purpose of identifying students who may be eligible for a reverse transfer associate’s degree. The process will include the capability to perform automated degree audits on eligible and consenting students.
- January 2014 – Through the competitive bid process, *AcademyOne, Inc.* was selected as the software vendor for the reverse transfer project. This project is expected to be completed by November 2015, with the automated reverse transfer solution fully operational statewide by May 2015. Statewide implementation of the solution will be phased in, with 50 percent of the institutions participating in December 2014 reverse transfer graduations, and the remainder of institutions participating in May 2015 reverse transfer graduations.
- July 2014 – In the Governor’s Online Innovation Fund, Governor Haslam included a \$350,000 appropriation in the 2015 budget for continued support for the development and implementation of the Reverse Transfer Project.
- Spring 2015 – Implementation of the Reverse Transfer Project occurred with 14 institutions (7 community colleges, 6 public universities and one private university). Of the 1,200 potential degree candidates, 350 associate degrees were awarded.
- Fall 2015 – Statewide implementation of the Reverse Transfer Project will be launched. All public community colleges and universities along with eight private institutions will participate. Information on the Reverse Transfer Project has been placed on the Tennessee Transfer Pathways website (www.tntransferpathway.org). The website provides information to assist students with questions related to the reverse transfer process. A timeline, including essential steps, has been communicated to community colleges and universities in anticipation of awarding degrees in December 2015.

C. Prior Learning Assessment

THEC continues to lead efforts statewide and nationwide for promoting and expanding the evaluation of credit via Prior Learning Assessment (PLA). While THEC has supported and continues to support efforts aimed at standardizing PLA at public and private colleges and universities, THEC's activities began shifting to providing direct assistance to public campuses in their own efforts to grow their PLA programs. In particular, with support from the Ford Foundation, beginning in mid-2014 THEC providing marketing, awareness, and direct and customized technical assistance to Tennessee's public colleges and universities, in order to grow capacity and enhance program offerings related to PLA.

While Tennessee has made great strides to develop clearer, more comprehensive PLA standards and provide more PLA options, students still find it difficult in some cases to locate information about those PLA opportunities. In early 2015 THEC began working with a marketing firm to develop a common identity for all PLA programs in the state. The result is *TimewiseTN*: Turn Your Years of Knowledge into College Credit. An associated logo, student orientation brochure, and video will be made available to any institution that will also use the *TimewiseTN* moniker. Institutional PLA programs will not change in form; however, the goal is to develop a common language that will be clear to students and allow them to find PLA resources on campus. The adoption of the logo and program name (*TimewiseTN*) will be voluntary.

Regarding articulation and transfer policies, main goal is to ensure that relevant PLA credits accepted by one institution will continue to be accepted by all other institutions at the time of transfer in the same manner as traditional classroom credit. In fall of 2012, the Task Force drafted *Recommended Standards in Prior Learning Assessment (PLA) Policy and Practice for Tennessee Public Colleges and Universities*, which includes guidelines for the transcription and transfer of PLA credit at public institutions.

The standards were formally adopted by the TBR system in September 2013. Although UT has not adopted the standards as a formal system-wide policy, it uses them to improve practice: PLA that is recognized as a course equivalent in a completed pathway, course cluster, or associate's degree program will transfer accordingly. Therefore, both systems have agreed to accept PLA credit in transfer if the credit falls within the aforementioned parameters. Furthermore, the standards were formally endorsed by the TICUA Board in fall of 2013.

As THEC has worked with UT and TBR to standardize the tracking and collection of PLA-related data, PLA credits that meet the standards agreed upon will now be used to trigger progression and transfer out metrics within the public higher education funding formula.

Additionally, articulation and transfer policies play through Tennessee's outcomes based funding formula (OBF) for public higher education. They impact, directly and indirectly, the metrics for degree completion progression (or "momentum points"), graduation rate (for universities only), and Prior Learning Assessment. This fact has elevated the stakes around articulation and transfer policy, an important aspect of academic policy. This is desirable in that it ensures incentives for students and institutions are aligned on this issue, as both have an interest in sound articulation and transfer policy and practices. However, care must be taken that OBF concerns not drive articulation and transfer policy.

IV. Tennessee Transfer Student Profile: Academic Year 2014-15

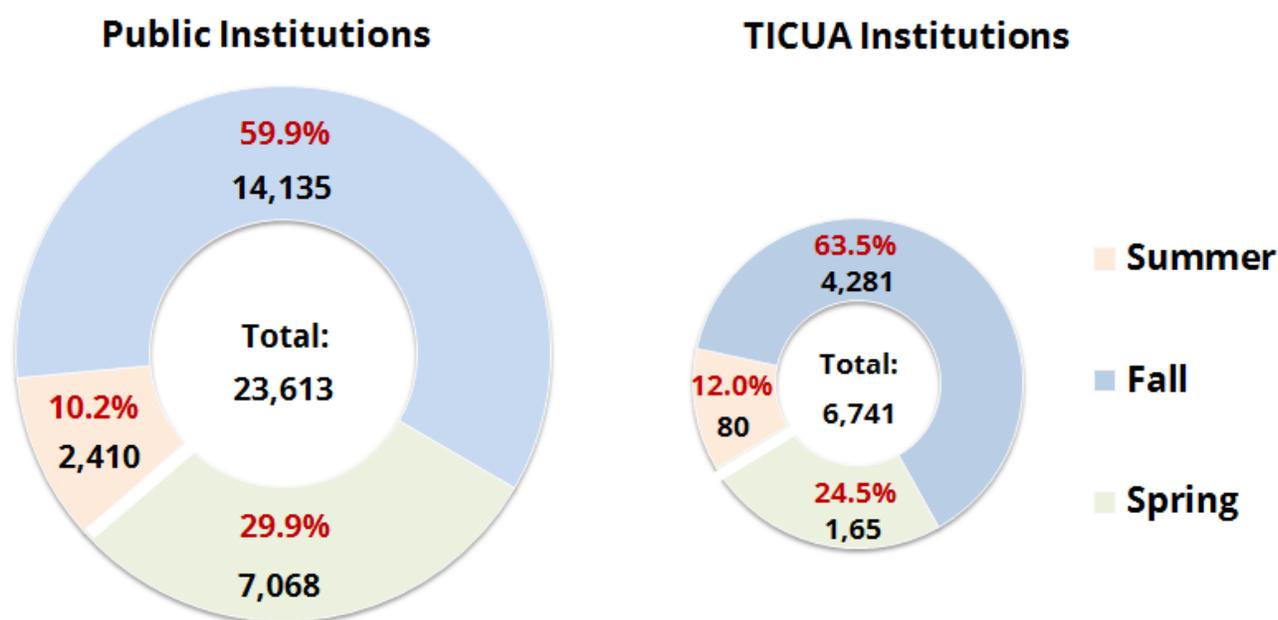
This section examines patterns in Tennessee student transfers in the 2014-15 academic year and, when appropriate, trends over time. The analysis of student transfer activity is conducted and presented at the following levels: (1) statewide transfer activity, (2) transfers within public higher education, (3) transfers by sending (transfer-from) and receiving (transfer-to) institutions, and (4) select academic characteristics of transfer students. This section also compares various characteristics of transfer and native students.

A. Statewide Student Transfer Activity

Patterns in Student Transfer Activity

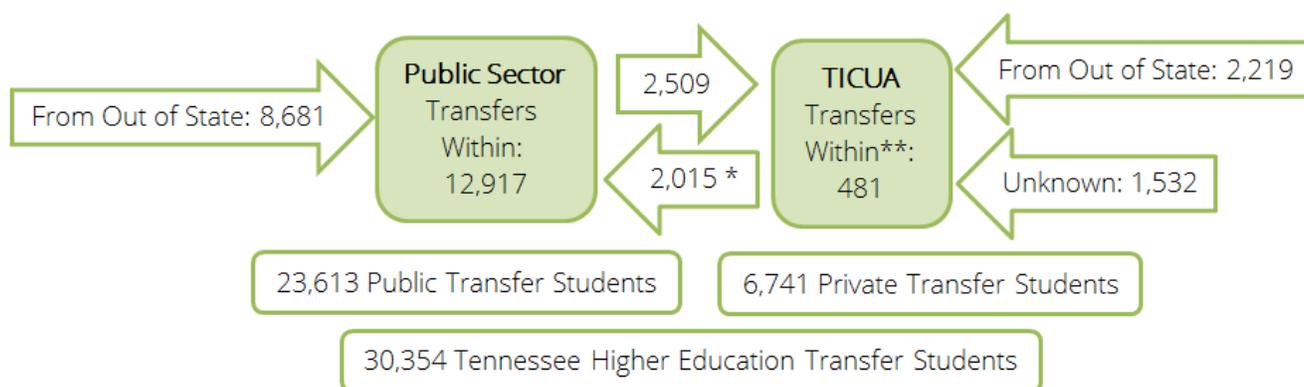
During the 2014-15 academic year, 23,613 students transferred into Tennessee public higher education institutions, and 6,741 students transferred into TICUA member institutions (**Figure 1**). Roughly commensurate proportions of students moved into both sectors in each semester of the academic year. Most students transferred in the fall semester: nearly 60 percent in the public sector and 63.5 percent in TICUA institutions. Almost 30 percent of public transfers and 24.5 percent of TICUA transfers arrived in spring. The smallest share of transfers happened in summer: 10.2 percent into public institutions and 12 percent into TICUA institutions.

Figure 1. Student Transfer by Receiving Sector and Semester, AY 2014-15



During the academic year 2014-15, a total of 30,354 students transferred into a Tennessee public or TICUA member institution (**Figure 2**).

Figure 2. Student Transfer Patterns, AY 2014-15



* Includes transfers from TICUA and other in-state independent institutions.

** Includes transfers from non-TICUA institutions.

- The majority of students (59 percent or 17,922 students) moved within Tennessee higher education, from one state public or private nonprofit institution to another. This number comprises 12,917 within-public-sector transfers, 481 within-TICUA transfers, 2,509 transfers from publics to TICUA, and 2,015 transfers from all independent institutions into the public sector.
- 35.9 percent (10,900 students: 8,681 public and 2,219 private transfers) transferred in from out-of-state institutions.
- The remaining 5 percent of students transferred into TICUA institutions from unknown locations (1,532 students).

Comparable proportions of out-of-state students moved into the public sector (36.8 percent) and TICUA institutions (32.9 percent). In sharp contrast, within-sector transfers accounted for 54.7 percent (12,917 students of 23,613 transfers) of the public institution total, but only 7 percent (481 students of 6,741 transfers) of TICUA transfers were from other TICUA institutions. This indicates that more intense internal transfer activity takes place within the public sector, as compared to transfers among TICUA member institutions.

Student Transfer Activity by Sector of Origin

In AY 2014-15, the public sector received 23,613 transfer students (77.8 percent of the total), while TICUA institutions received 6,741 transfers (22.2 percent). A majority of

students (15,426 students or 50.8 percent) came from Tennessee public institutions; out-of-state institutions sent 10,900 students (35.9 percent); and 2,496 students (8.2 percent) transferred from Tennessee's independent sector (**Table 1**).

Table 1. Student Transfer Activity by Sector of Origin, AY 2014-15

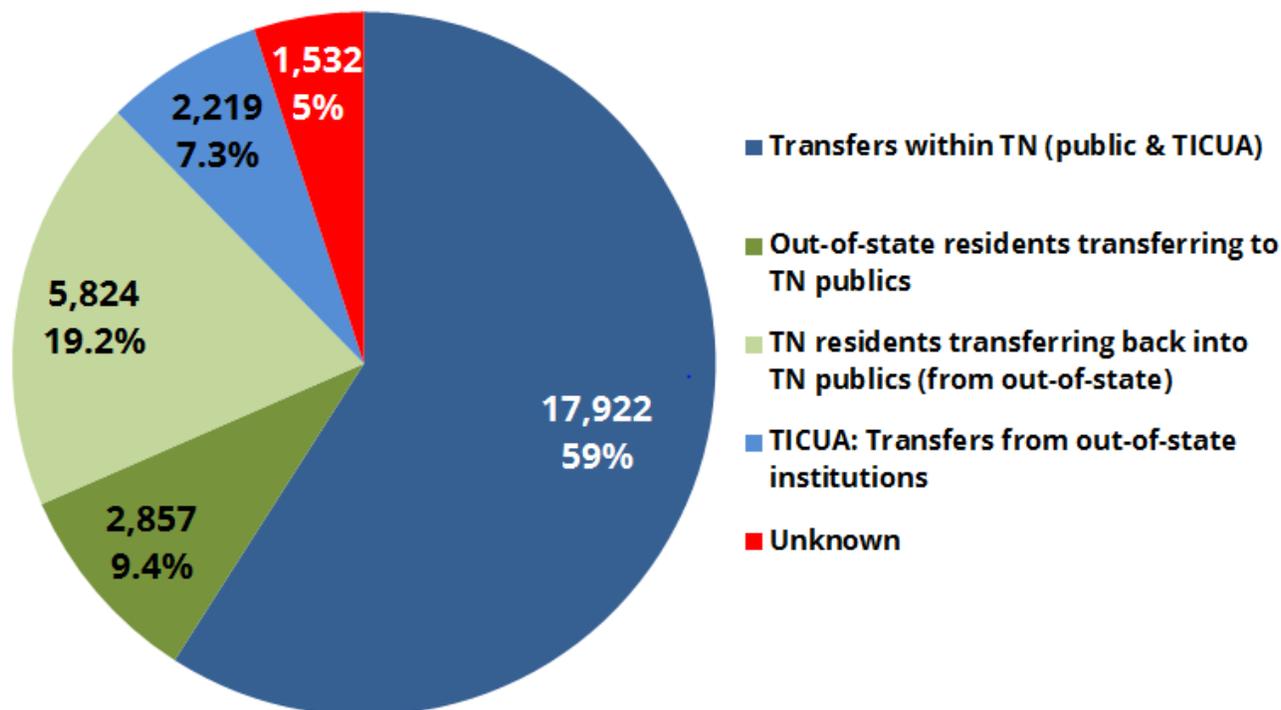
RECEIVING SECTOR	TRANSFERS BY SECTOR OF ORIGIN				Total Transfers	Overall Enrollment ²
	Tennessee Public	Tennessee Independent	Out-of-State	Unknown		
Public University Total	7,832	1,040	4,713		13,585	130,803
Community College Total	5,085	975	3,968		10,028	120,005
PUBLIC HIGHER ED. TOTAL	12,917	2,015	8,681		23,613	250,808
TICUA TOTAL	2,509	481	2,219	1,532	6,741	
GRAND TOTAL	15,426	2,496	10,900	1,532	30,354	

See **Appendix A** and **Appendix B** for detailed tables of academic year 2014-15 enrollment and transfer activity by sector and institution.

Out-of-state Student Transfer Activity

The following caveats should be considered when interpreting the data on out-of-state transfers. First, for different graphs on public institutions, this report relies on either the resident status of transfer students or the state in which the previous institution is located. Due to the data structure at TICUA, the report uses only the state of the prior institution when examining the private sector. Second, transfers from out-of-state are not homogeneous. They comprise two large groups: residents of other states, and Tennessee residents transferring from out-of-state colleges and universities to institutions in the Volunteer state. These two groups of transfer students, out-of-state residents and returning Tennessee residents, are reported separately (**Figure 3**).

² Count is duplicated if students enrolled in more than one institution during the academic year.

Figure 3. Transfers by Originating Location, In-State vs. Out-of-State, AY 2014-15

As Figure 3 shows, Tennessee residents transferring into the state's public and private institutions accounted for 59 percent of all AY 2014-15 transfers into Tennessee higher education. The general group of out-of-state students accounted for 35.9 percent of all transfers and included the following categories: transfers into TICUA institutions (7.3 percent), transfers by residents of other states (9.4 percent), and transfers of Tennessee residents returning to their home state (19.2 percent).

It is remarkable that for public transfers, the group of returning Tennessee residents is twice as large as the group of "true" out-of-state students, and constitutes 53.4 percent of all out-of-state transfers. From a policy perspective, this observation is critical because it allows us to better understand the reasons why a student might transfer. One may suppose that Tennessee students return due to a combination of financial, academic, convenience, and personal considerations. Such a large number of returning residents suggests that, in the long run, Tennessee may be losing fewer students to other states than traditional data on high-school graduate out-migration would suggest. Availability of lottery scholarships could be a factor in making a decision to transfer to a home state's public institution.³

³ Tennessee residents, who were eligible for Tennessee Education Lottery Scholarships (TELS) upon completion of high school requirements, but who enrolled in a regionally accredited out-of-state postsecondary institution after high school graduation, may transfer to an eligible Tennessee postsecondary institution and receive a TELS award.

Figure 4 shows the state of origin for transfer students based on the location of their sending institution. To capture a holistic picture of out-of-state transfers, this report examines transfers into the public sector and TICUA institutions together. As the figure shows, states differ greatly in the number of students they send to Tennessee. In AY 2014-15, nine states accounted for 49.5 percent of all out-of-state transfers. These states included six neighboring states: Mississippi (8.3 percent), Kentucky (6.6 percent), Georgia (6.5 percent), Virginia (5.9 percent), Alabama (5.9 percent), and North Carolina (3.7 percent). This group also included three traditionally large providers of transfer students: Florida (5.4 percent), Texas (3.6 percent), and California (3.6 percent).

Figure 4. Transfers into Tennessee Public and TICUA Institutions by State of Origin, AY 2014-15

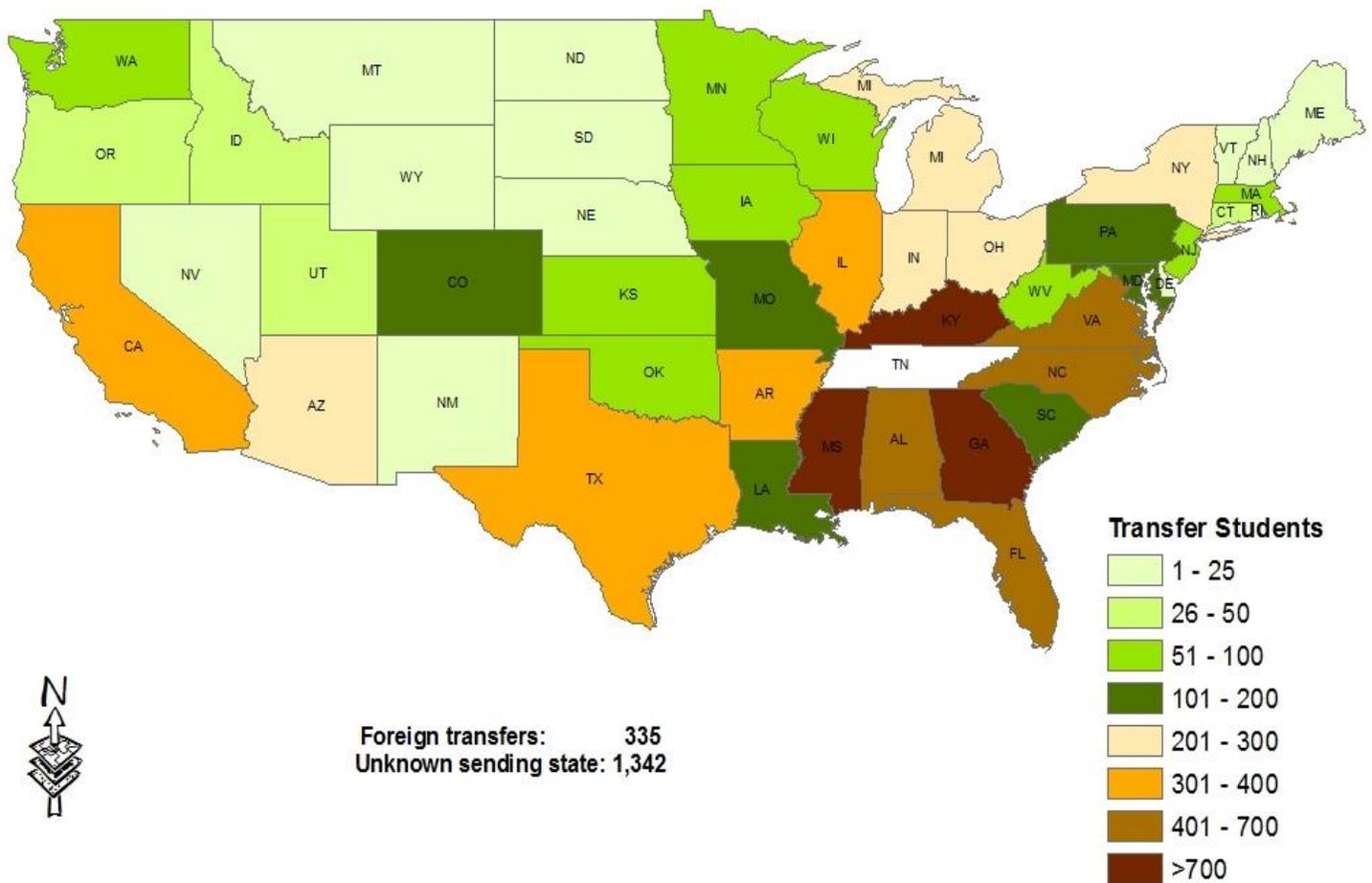


Table 2 presents this information by state, semester, and sector.

Table 2. Transfers by Sending State, Semester, and Receiving Sector, AY 2014-15 *

	SUMMER 2014		FALL 2014		SPRING 2015		TOTAL
	Public sector	TICUA	Public sector	TICUA	Public sector	TICUA	
Alabama	64	12	290	83	179	17	645
Alaska		1	6	2	5		14
Arizona	36	10	134	14	84	8	286
Arkansas	24	6	147	37	81	17	312
California	33	6	154	84	89	26	392
Colorado	13	1	48	12	30	4	108
Connecticut	2		11	9	9	3	34
Delaware	1		6	3	2		12
Washington, D.C.	6		25	11	9	3	54
Florida	55	21	261	83	141	28	589
Georgia	63	5	358	73	176	34	709
Hawaii	1		13	5	9	2	30
Idaho	2		9	4	9	2	26
Illinois	31	13	152	59	89	16	360
Indiana	17	2	97	31	49	11	207
Iowa	8	1	38	16	23	7	93
Kansas	8		42	16	16	6	88
Kentucky	49	15	314	122	189	27	716
Louisiana	8	4	50	8	24	7	101
Maine	1		7	5	6	1	20
Maryland	10	6	73	23	34	10	156
Massachusetts	3		30	16	18	11	78
Michigan	22	10	99	43	44	14	232
Minnesota	4	1	23	13	10	7	58
Mississippi	91	14	411	143	186	60	905
Missouri	14	1	87	36	47	12	197
Montana	1		6		1	1	9

Table 2 (Cont'd). Transfers by Sending State, Semester, and Receiving Sector

	SUMMER 2014		FALL 2014		SPRING 2015		TOTAL
	Public sector	TICUA	Public sector	TICUA	Public sector	TICUA	
Nebraska		2	9	7	5	2	25
Nevada	1		8	3	3		15
New Hampshire			7	3	4	2	16
New Jersey	2	2	40	15	18	2	79
New Mexico	3		8	2	3	4	20
New York	19	4	91	38	50	16	218
North Carolina	31	5	198	41	106	25	406
North Dakota			8	2	4		14
Ohio	21	6	88	47	69	11	242
Oklahoma	10	1	34	14	19	6	84
Oregon	3	2	15	7	12	2	41
Pennsylvania	10	2	55	25	29	14	135
Puerto Rico	1		4		3		8
Rhode Island	2	1	7	3	1		14
South Carolina	20	3	66	33	51	7	180
South Dakota	1		12	2	3		18
Texas	49	7	174	45	90	23	388
Utah	5	1	14	4	7	3	34
Vermont	1		5	3	3		12
Virginia	34	29	231	166	107	79	646
Washington	5	3	28	9	15	7	67
West Virginia	5	3	27	8	11	6	60
Wisconsin	5	2	26	11	15	3	62
Wyoming			6		2		8
Foreign	34	6	176	20	93	6	335
Unknown							1,342
TOTAL:	829	208	4,228	1,459	2,282	552	10,900

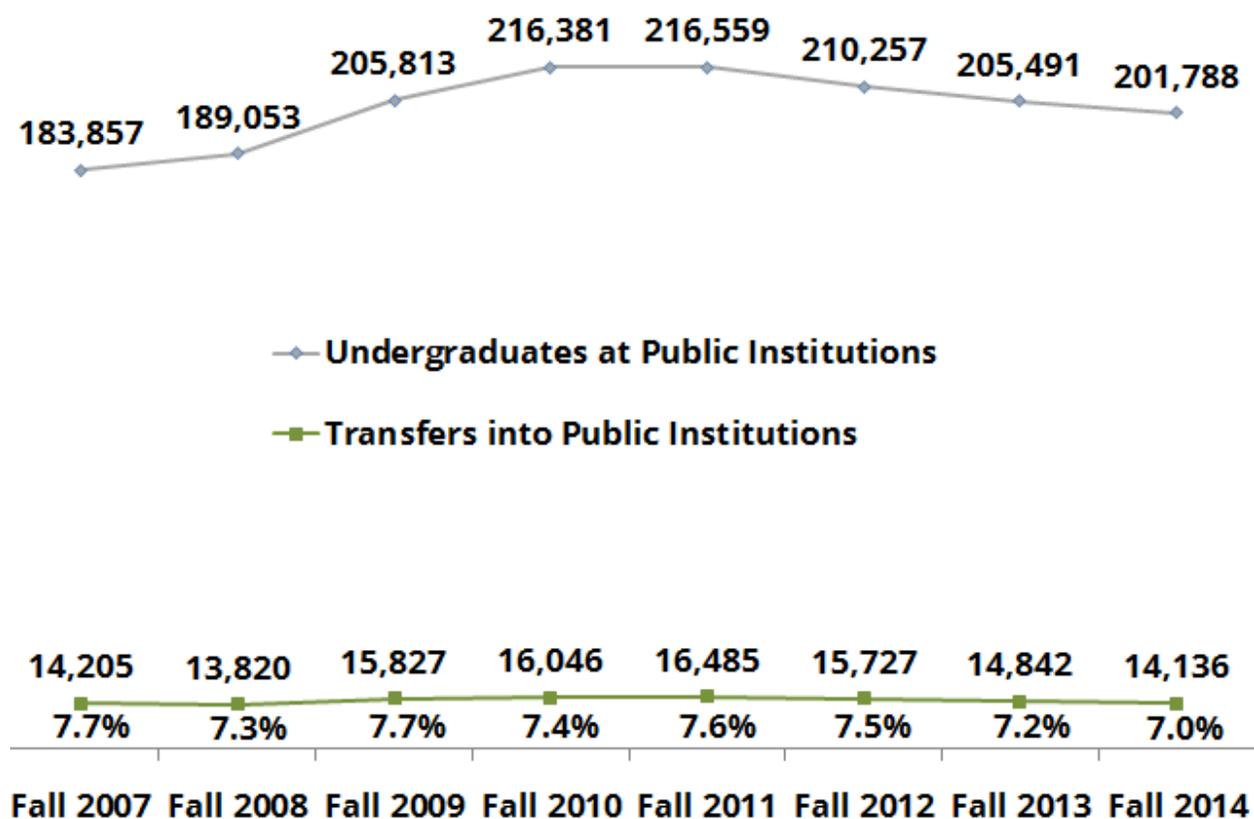
* In this case, cells with values below six are not suppressed because students are not segregated by characteristic or institution. Therefore, student identities are safeguarded.

B. Transfer Activity in Public Higher Education

Trends in Public Transfer Enrollment

For consistency with past reports, **Figure 5** examines public transfer trends in the fall semester. In fall of 2014, new transfer students constituted 7.0 percent of the undergraduate enrollment in Tennessee public higher education. This figure is consistent with transfer enrollment in previous years. While undergraduate enrollment has increased by 9.8 percent since fall 2007, the fall 2014 semester experienced a drop in enrollment of 3,703 students relative to the previous year, and 14,771 students compared to fall 2011. Since 2007, the proportion of transfer enrollment has remained stable, decreasing by 0.7 percentage points. In absolute figures, this change from 2007 translates to transfer student decline of 69 students in the fall semester.

Figure 5. Total Undergraduate and New Transfer Headcount, Public Institutions, Fall 2007 - Fall 2014



Public Transfer Student Demographics and Enrollment Status

Transfer students are very similar to *native* students (i.e., individuals who never transferred in their prior academic history) in terms of their demographic and academic characteristics. As shown in **Figure 6**, the only noticeable difference between these groups is age. There are more undergraduates of traditional age among native students, and more adult students among transfer students. In this report, *adult students* are defined as 25 years of age or older at the time the count was taken. The comparison of transfer and native students by gender, race, cumulative GPA, and credit hours does not indicate any substantive differences between these groups.

Figure 6. Demographic Characteristics of Transfer and Native Students, AY 2014-15

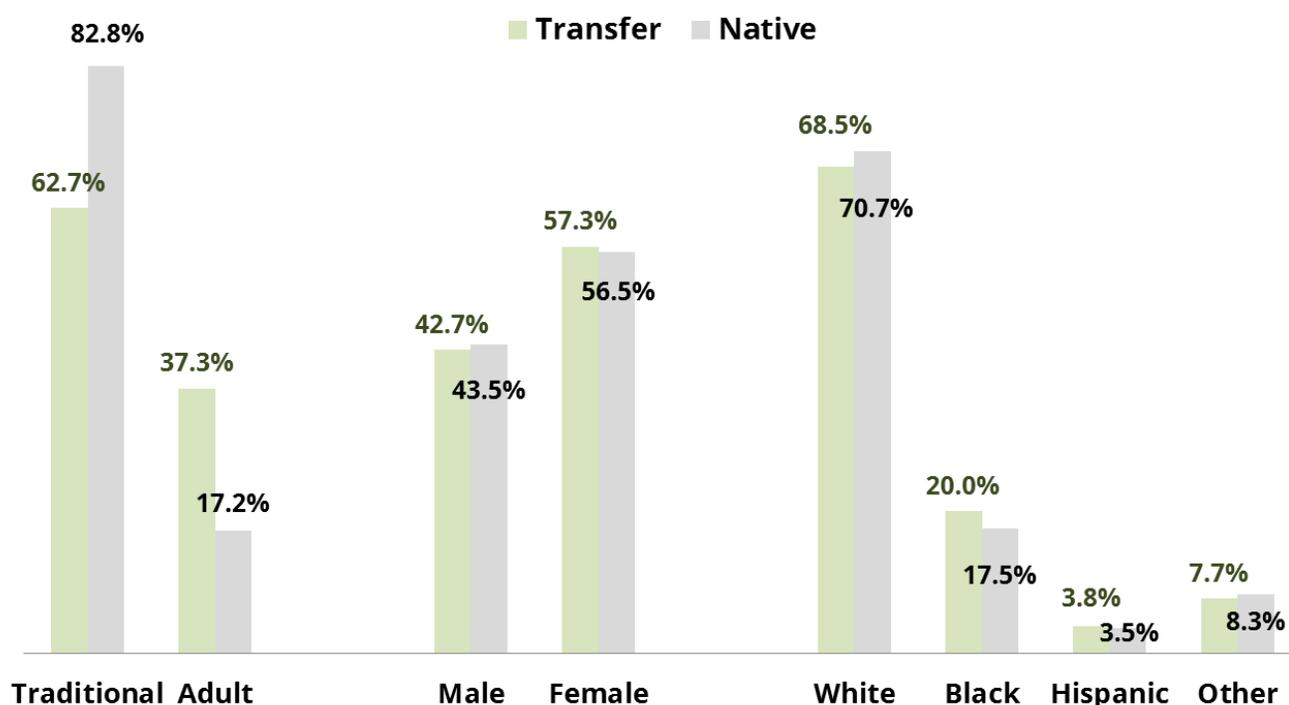
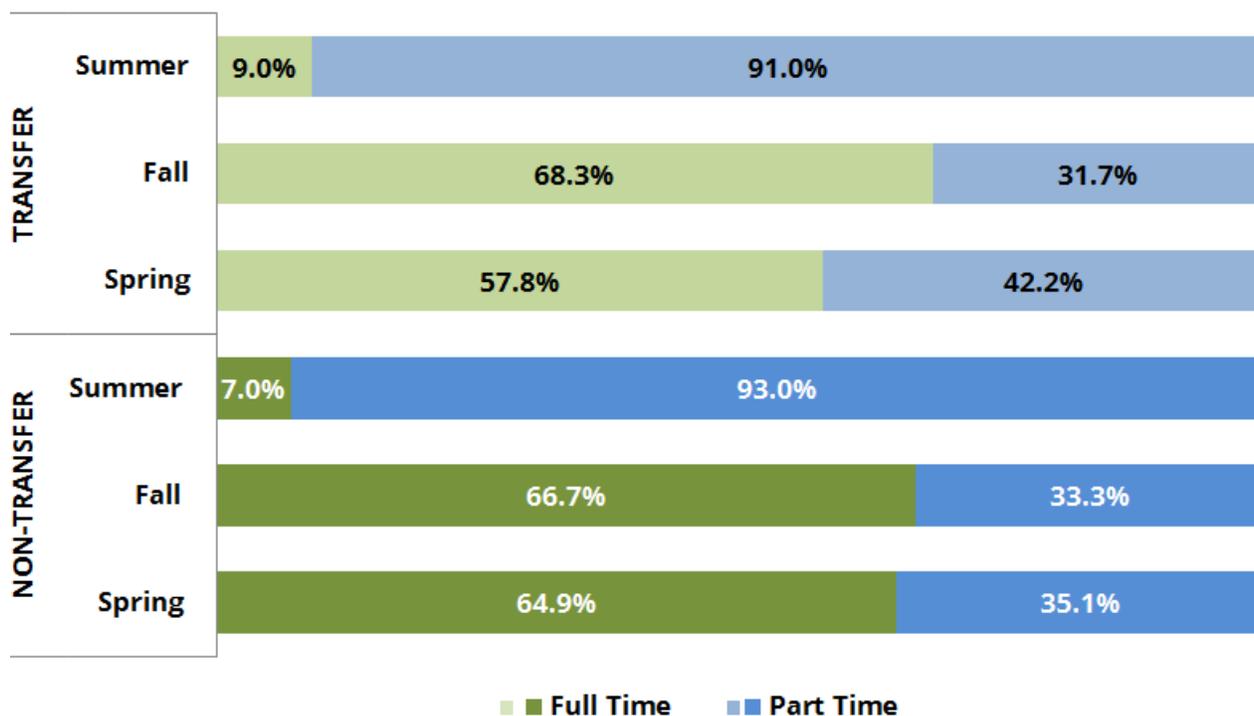


Figure 7 compares full-time and part-time enrollment of transfer and non-transfer students by semester. As defined in the **Background** section, *non-transfer students* include individuals who did not transfer in the term of interest; however, they include students who transferred in their prior academic history. In each semester, transfer and non-transfer students enrolled full-time and part-time at similar rates, indicating that transfer students were working towards their degree at the same level of intensity as native students. The largest difference between full-time and part-time enrollment was in spring of 2015 when almost 65 percent of non-transfer students—versus less than 58 percent of transfers—enrolled full time. This drop in full-time enrollment in spring is likely related to the reasons for transfer: inadequate academic performance at the prior institution in fall, family and work obligations, and others.

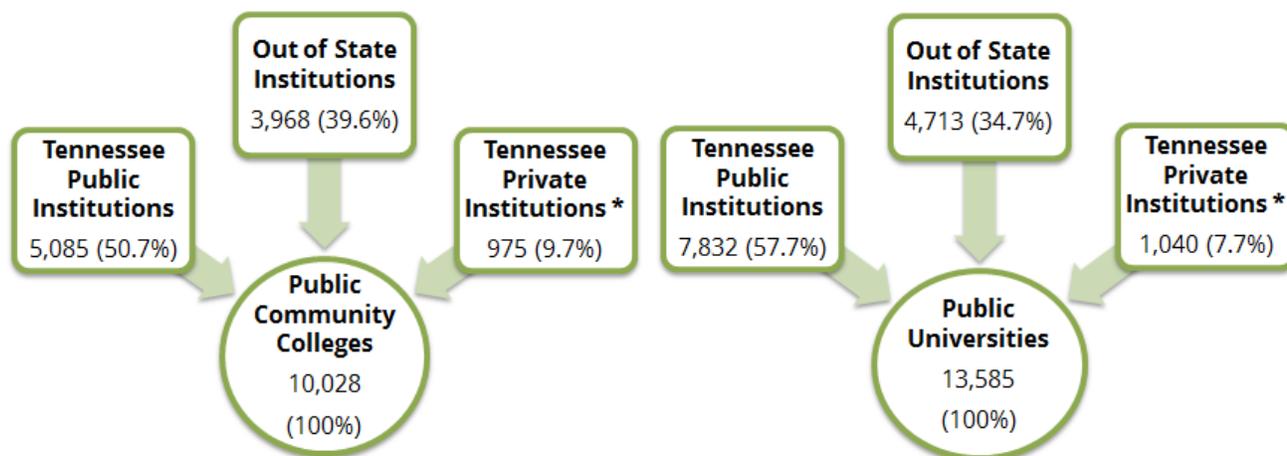
Figure 7. Transfers and Non-transfers by Enrollment Status and Semester, AY 14-15

Public Transfer Activity

Public higher education institutions in Tennessee receive transfer students from three main sources: other public colleges and universities in the state, private not-for-profit institutions in Tennessee, and out-of-state institutions. Based on the definition of transfer students in the **Background** section, this section omits students migrating from Tennessee Colleges of Applied Technology (TCATs) and for-profit institutions. TCAT transfers are examined in Section V of this report.

For the purposes of this analysis, transfers into the public sector have two destinations: community colleges and universities (**Figure 8**). The comparative analysis shows that the relative size of each source of transfer students for these two sectors is different.

- Most of the transfer students into community colleges come from other in-state public institutions (50.7 percent) and out-of-state institutions (39.6 percent).
- The independent sector provides almost 10 percent of all transfers into community colleges.
- Relative to community colleges, public universities rely more heavily on other in-state public institutions for their transfer students (57.7 percent of transfers into universities) and slightly less heavily on out-of-state institutions (34.7 percent) and private institutions (about 8 percent).

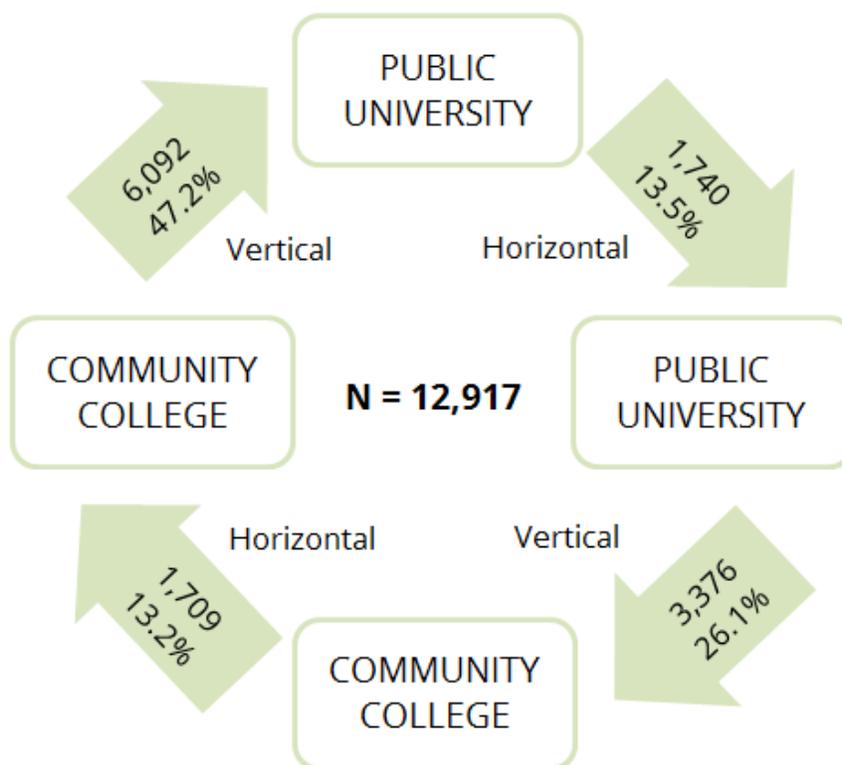
Figure 8. Transfers into Public Institutions, AY 2014-15

* Includes TICUA, non-TICUA, and private for-profit institutions.

Transfer activity within the public sector is multidirectional, with noticeable patterns (**Figure 9**).

- In the academic year 2014-15, 54.7 percent (12,917 students) of all transfers into the public sector took place among public institutions.
- Most transfer activity is vertical: 47.2 percent of students moved from community colleges into public universities, and 26.1 percent transferred from universities to community colleges.
- Horizontal transfer activity is less pronounced but is still sizeable: 13.5 percent of students moved among public universities, and 13.2 percent transferred from one community college to another.

Figure 9. Public Transfer Activity, AY 2014-15



When restricted to the fall semester, the observed patterns of within-public-sector transfers are consistent with the data from previous reports (**Table 3**). One may conclude that transfers among Tennessee public institutions have maintained the same relative size and direction for the past several years. Even with a slight drop in the headcount for students transferring within the public sector, the transfer rates among different types of institutions remained nearly constant.

Table 3. Fall Transfer Activity within Tennessee Public Sector, Fall 2009 - Fall 2014

	F 2009	F 2010	F 2011	F 2012	F 2013	F 2014
VERTICAL TRANSFERS						
from community colleges to universities	48.2%	50.3%	49.9%	48.9%	50.6%	52.1%
from universities to community colleges	23.9%	22.2%	22.9%	24.2%	22.4%	21.9%
HORIZONTAL TRANSFERS						
among community colleges	12.7%	12.4%	12.7%	12.3%	12.2%	12.2%
among universities	15.1%	15.1%	14.4%	14.6%	14.9%	13.8%
PUBLIC TRANSFERS TOTAL	8,645	9,008	9,388	8,873	8,558	8,071

The share of transfers from universities into community colleges has been sizeable: in fall 2014, it fell slightly below 22 percent of all fall public transfers for the first time in six years. This share is higher for the entire academic year (Figure 9).

C. Student Transfer Activity by Public Institution

Transfer Students as a Percent of Undergraduate Enrollment

Figure 10 presents incoming transfer students as a percentage of undergraduate enrollment by institution and sector. In AY 2014-15, the total public undergraduate enrollment was 250,808 students⁴; 23,613 (9.4 percent) were new transfer students. Of the 120,005 students enrolled in community colleges, 8.4 percent (10,028 students) were new transfers. The percent of enrollees that moved into the university sector was higher, at 10.4 percent (13,585 students).

Except Tennessee Technological University, all TBR universities were above the average share of transfers, relative to total undergraduate enrollment for public universities. For UT, the Chattanooga campus was slightly below the university average; the campuses in Knoxville and Martin had percentages below the averages for universities and the entire public sector. For community colleges, five institutions enrolled transfer students at a proportion higher than or equal to the average for the sector (8.4 percent), while eight colleges were below this sector-wide average. Austin Peay State University and East Tennessee State University had the largest populations of new transfers: over 12 percent of their public undergraduate enrollment. Walters State enrolled the smallest percentage of transfer students (5.1 percent).

The share of transfer students measured as a percent of total undergraduate fall enrollment at public institutions has been consistent across institutions and systems over time (**Table 4**). For universities, the TBR system traditionally has a greater percentage of new transfers than the UT system. Public universities, on average, enroll a higher share of new transfer students than community colleges.

⁴ Count is duplicated if students enrolled in more than one institution during the academic year.

Figure 10. Transfers as a Percent of Public Undergraduate Enrollment, AY 2014-15

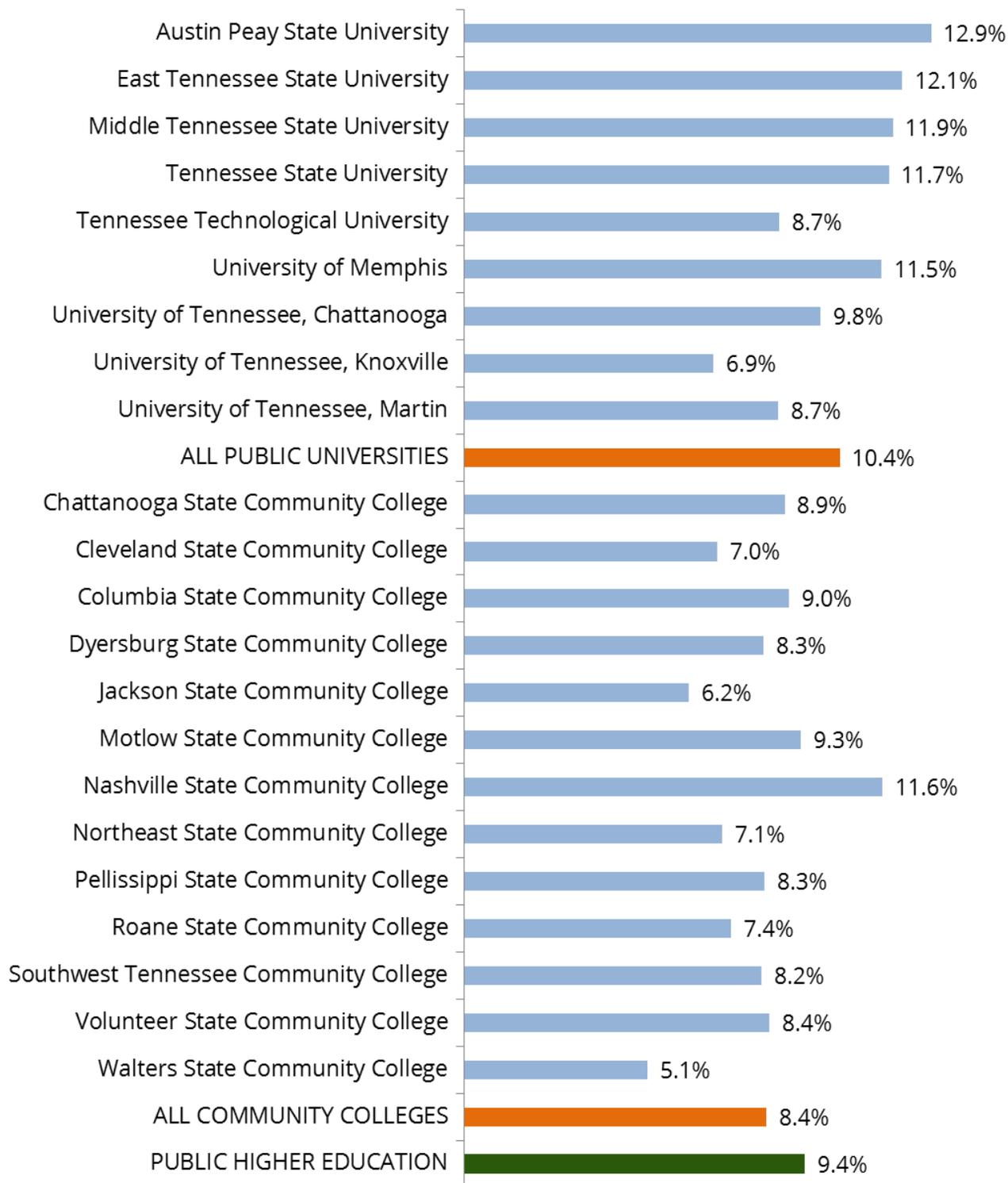


Table 4. Transfers as a Percent of Public Higher Education Undergraduate Enrollment, Fall 2011-Fall 2014

Institution	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Austin Peay State University	9.7%	9.1%	9.4%	8.9%
East Tennessee State University	10.0%	9.7%	9.6%	9.1%
Middle Tennessee State University	9.3%	9.1%	9.0%	8.9%
Tennessee State University	9.0%	10.0%	9.7%	8.6%
Tennessee Technological University	8.4%	7.5%	6.7%	7.1%
University of Memphis	9.4%	8.8%	8.4%	8.5%
TBR system	9.3%	9.0%	8.7%	8.6%
University of Tennessee, Chattanooga	8.8%	8.2%	7.2%	7.7%
University of Tennessee, Knoxville	5.2%	5.0%	6.0%	5.1%
University of Tennessee, Martin	6.6%	5.6%	6.1%	6.6%
UT System	6.4%	6.0%	6.3%	6.0%
All Public Universities	8.4%	8.0%	7.9%	7.7%
Chattanooga State Community College	7.8%	7.4%	6.8%	7.3%
Cleveland State Community College	4.8%	5.1%	5.2%	5.2%
Columbia State Community College	9.1%	9.0%	6.0%	6.9%
Dyersburg State Community College	6.3%	5.8%	5.1%	5.9%
Jackson State Community College	5.5%	5.1%	5.5%	4.6%
Motlow State Community College	6.5%	7.1%	7.1%	6.8%
Nashville State Community College	8.2%	9.1%	9.1%	8.3%
Northeast State Community College	5.8%	6.4%	5.7%	4.7%
Pellissippi State Community College	6.2%	7.2%	6.6%	6.1%
Roane State Community College	5.1%	4.3%	5.3%	5.4%
Southwest Tennessee Comm. College	7.1%	8.0%	6.3%	5.9%
Volunteer State Community College	7.7%	6.5%	6.5%	5.8%
Walters State Community College	4.0%	3.6%	2.8%	3.5%
All Community Colleges	6.7%	6.8%	6.3%	6.1%
Public Higher Education	7.6%	7.5%	7.2%	7.0%

Figure 11 presents transfer students as a percent of the fall undergraduate enrollment for TICUA member institutions. For TICUA, enrollment information was available only for fall of 2014. The sector-wide percentage of TICUA transfer students (7.2 percent) was slightly higher than that of transfers at public institutions (Table 4). In contrast to public institutions, the differences among TICUA institutions were larger. King University enrolled the largest percentage of transfer students at 21.4 percent, while Rhodes College had the lowest proportion at 0.8 percent. Seven TICUA institutions had transfer enrollment of more than 10 percent. Another seven institutions had transfer enrollment of less than 5 percent.

Figure 11. Transfers as a Percent of TICUA Undergraduate Enrollment, Fall 2014

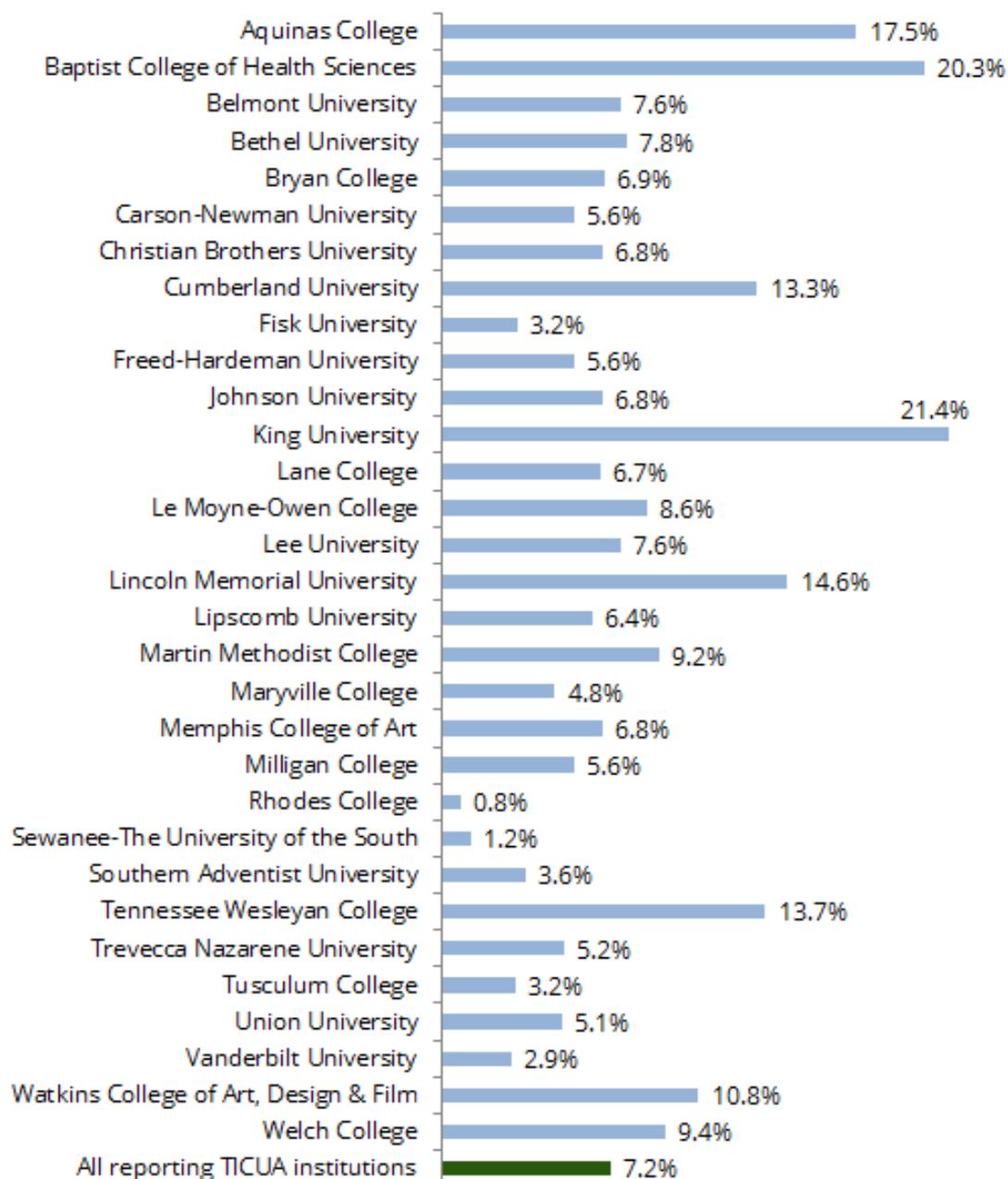


Table 5 presents a summary of transfers as a percent of undergraduate enrollment by sector and semester.

Table 5. Transfers as a Percent of Undergraduate Enrollment by Sector and Semester

SECTOR	Summer 2014	Fall 2014	Spring 2015	TOTAL *
TBR universities	4.0%	8.6%	4.0%	11.5%
UT universities	2.4%	6.0%	2.3%	8.0%
TBR community colleges	4.8%	6.1%	4.3%	8.4%
PUBLIC SECTOR TOTAL	4.1%	7.0%	3.8%	9.4%
TICUA institutions	-	7.2%	-	-
ALL TENNESSEE TRANSFERS	-	7.0%	-	-

* Excluding double counting students within the same institution in different semesters.

Top Sending and Receiving Public Institutions

Table 6 presents each institution's share of transfer-in and transfer-out students. Middle Tennessee State University received the largest portion of transfers (13.3 percent) of all institutions. The other top receiving institutions were the University of Memphis (9.4 percent), UT at Knoxville (8.1 percent), and East Tennessee State University (7.7 percent). Pellissippi State was the top sending institution (7.7 percent), followed by Southwest Tennessee (7.1 percent), UT at Chattanooga (6.9 percent), and Middle Tennessee State University (6.7 percent). **Appendix C** and **Appendix D** offer a detailed count of transfer activity among all public institutions, showing the sending and receiving partners for each institution.

Table 6. Each Institution's Share of Total Public Transfer Activity, AY 2014-15

PUBLIC INSTITUTION	SENT *	RECEIVED *
Austin Peay State University	2.7%	3.2%
East Tennessee State University	4.0%	7.7%
Middle Tennessee State University	6.7%	13.3%
Tennessee State University	2.8%	4.2%
Tennessee Technological University	4.2%	6.1%
University of Memphis	3.7%	9.4%
TBR UNIVERSITIES	24.1%	43.9%
University of Tennessee, Chattanooga	6.9%	5.7%
University of Tennessee, Knoxville	6.0%	8.1%
University of Tennessee, Martin	2.7%	2.9%
UNIVERSITY OF TENNESSEE SYSTEM	15.5%	16.7%
Chattanooga State Community College	5.5%	4.1%
Cleveland State Community College	2.0%	1.1%
Columbia State Community College	4.3%	2.2%
Dyersburg State Community College	1.9%	1.5%
Jackson State Community College	2.9%	1.8%
Motlow State Community College	4.4%	2.8%
Nashville State Community College	6.6%	6.1%
Northeast State Community College	3.3%	2.2%
Pellissippi State Community College	7.7%	5.1%
Roane State Community College	4.4%	2.8%
Southwest Tennessee Community College	7.1%	4.6%
Volunteer State Community College	6.0%	3.9%
Walters State Community College	4.0%	1.2%
COMMUNITY COLLEGES	60.4%	39.4%
PUBLIC HIGHER EDUCATION	100%	100%

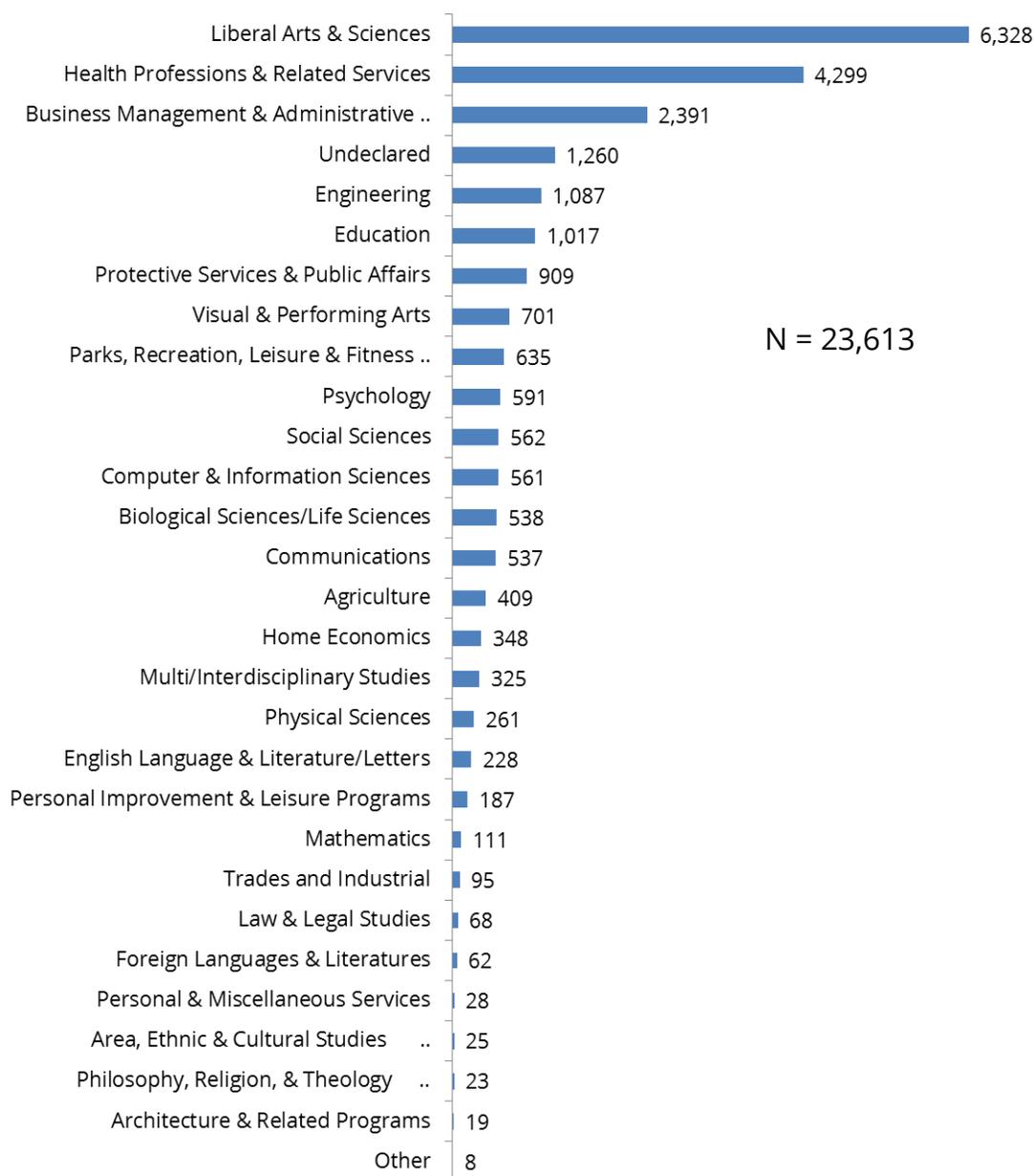
* Percent of the total transfers by category (Sent or Received)

D. Academic Characteristics of Transfer Students

Academic Major at Transfer

A few academic program choices were dominant among new transfer students in AY 2014-15. Three broad areas, *Liberal Arts and Sciences*, *Health Professions and Related Services*, and *Business, Management and Administrative Services*, were chosen by over a half (55.1 percent) of all transfers into the public sector. Additionally, about 5.3 percent transferred with an unknown major, while the remaining 39.5 percent of transfer students selected from 25 other fields of study (**Figure 12**).

Figure 12. Academic Majors of Transfer Students at Receiving Institutions, AY 2014-15



Credit Hours and Degrees at Transfer

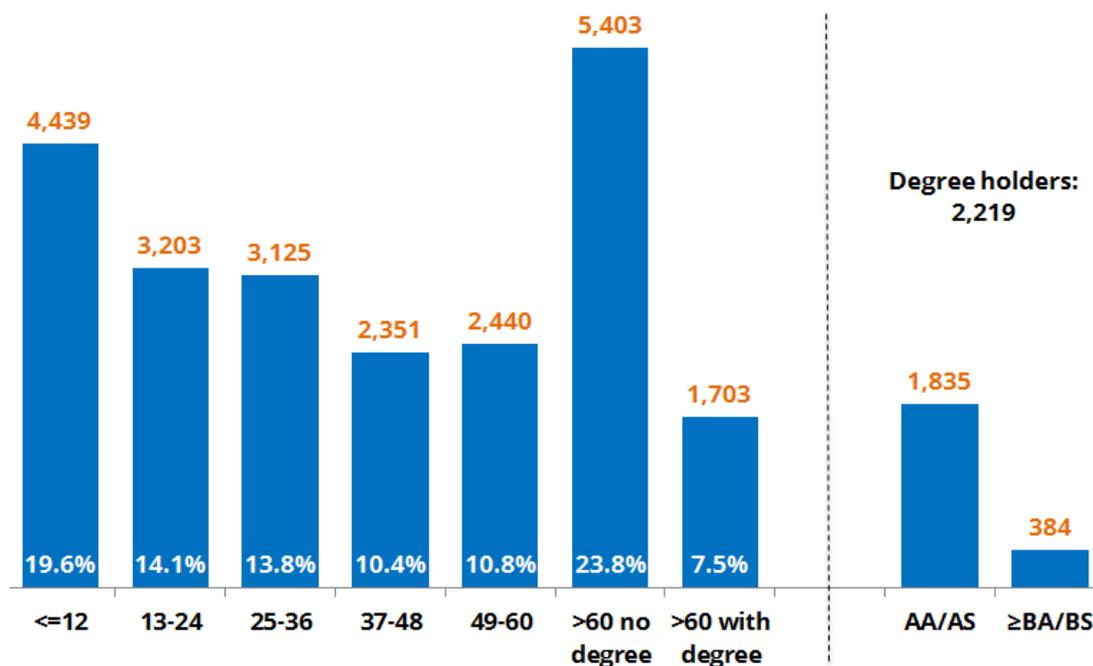
Students transfer in the public sector at various points in their academic careers. During the academic year 2014-15, almost 20 percent of public students transferred before they earned more than 12 credit hours, and nearly 58 percent before they earned over 48 credits (**Figure 13**).

It is thrice as common for students with a high number of credits to transfer without a degree than with one: 5,403 transfer students (23.8 percent of students with reported credits) had accumulated more than 60 hours without earning an associate’s degree. In contrast, only 1,703 students (7.5 percent of students with reported credits) transferred with more than 60 credit hours after obtaining a degree. Only 8.1 percent of all public transfers (1,835 students) arrived at their destination institution with an associate’s degree.

Another small group of transfers (384 students) already earned a degree at the baccalaureate level or higher, accounting for 1.7 percent of the AY 2014-15 public transfers. The total number of degree holders (2,219 students) exceeds the number of undergraduates who transfer with more than 60 hours and with a degree (1,703 students). This happens because (a) institutions do not always report all past credits, and (b) prior awards include degrees earned over the entire academic career. As a result, 516 students with previously earned degrees are included in various credit categories below 60 credits.

Appendix E presents the headcount and percentage of new transfer students by credits and degrees brought to receiving institutions. **Appendix F** displays a headcount and percentage of transfer students by credit hours earned at their sending institutions.

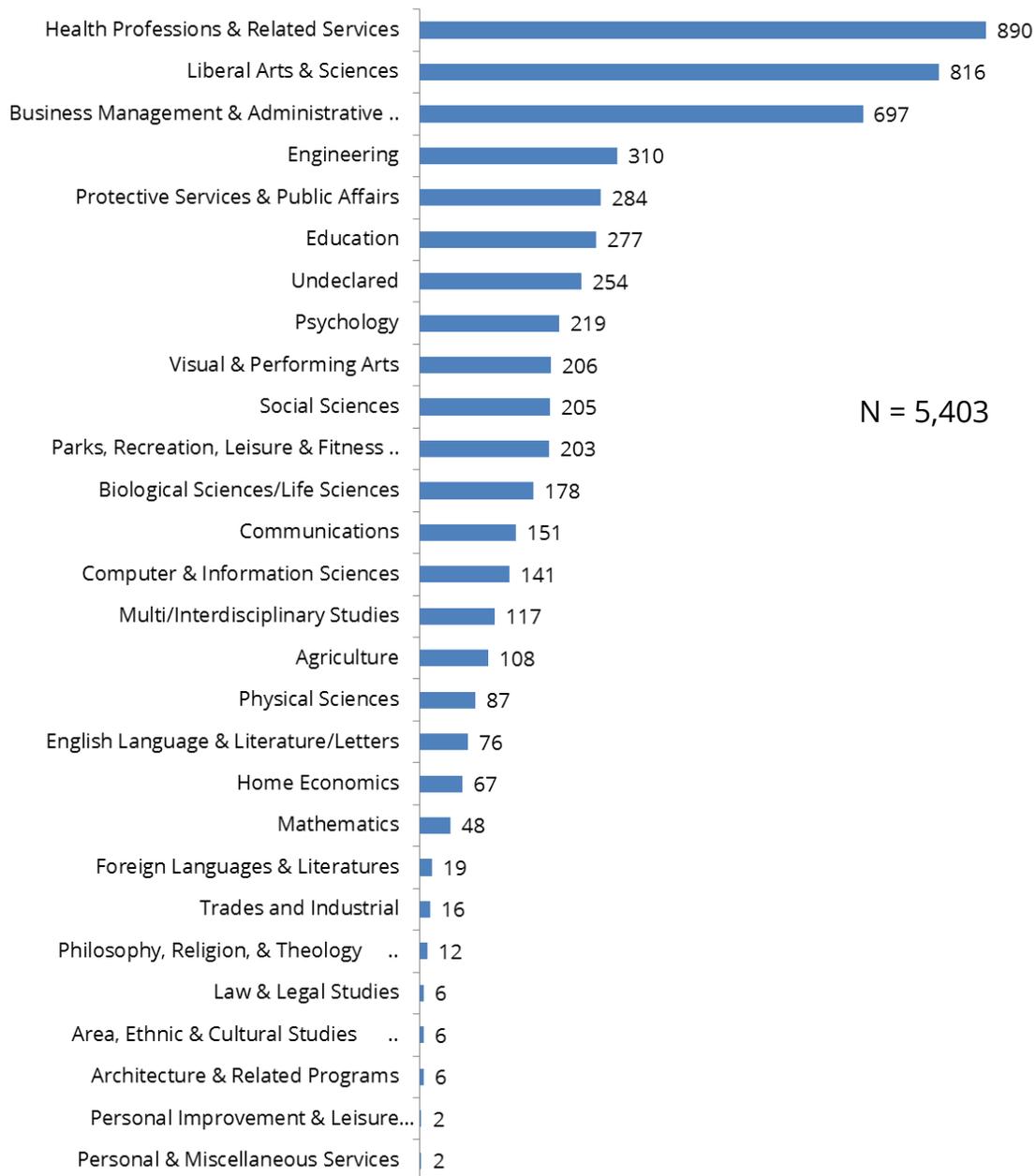
Figure 13. New Transfer Students by Credits and Degrees Transferred In, AY 2014-15



* Graph and percentage exclude 949 students with missing data on credits.

Figure 14 presents academic majors selected by students who transferred with more than 60 credits but without an associate’s degree. A comparison of Figures 12 and 14 shows that these students predominantly chose the same four broad academic fields as the majority of all transfer students; however, the order of preference for majors is somewhat different. *Liberal Arts and Sciences*, the most popular field among all transfer students, occupies the second position among students with many pre-transfer credits but no prior degree. For this group of students, *Health Professions and Related Services* is the most popular choice.

Figure 14. Academic Majors at Transfer for Students with More than 60 Credits and No Prior Degree, AY 2014-15



V. Student Mobility from Tennessee Colleges of Applied Technology

This section examines mobility patterns and demographic and academic characteristics of students migrating from Tennessee Colleges of Applied Technology (TCATs). Given the recent emphasis on improving articulation between TCATs and community colleges, student migration among TCATs and Tennessee public colleges and universities warrants special examination.

Students analyzed in this section do not meet the traditional definition of transfer students specified in the **Background**. Most of them originally enroll at a public institution, subsequently take courses at a TCAT, and then return to their originating institution. Thus they are not first-time-at-institution students. They are classified as *returning students* (individuals who were enrolled at the institution in the preceding semester) or *readmitted students* (individuals returning to that institution after a gap in their attendance). Because of program stipulations and the definition of “contact hours” at TCATs, many former TCAT enrollees do not transfer credits from a TCAT to a public institution—unless they do so as a 30-hour block toward the attainment of an associate of applied science degree.

To differentiate TCAT students from the general transfer population, this report refers to them as **TCAT transfers**. A TCAT transfer is a student who was enrolled in a Tennessee public institution in the academic year 2014-15 and had taken classes at a Tennessee College of Applied Technology in the previous semester of enrollment; for fall public enrollees, TCAT enrollment may have taken place either in summer or in spring. This definition includes returning and readmitted students as well as students who had been simultaneously enrolled in a TCAT and some other institution. Also, this definition does not consider whether any credits have been transferred from a TCAT to a new institution.

Institutional Migration Patterns of TCAT Transfers

Since this section examines only student mobility within the public sector, transfer patterns are limited to one type of “departure institution”—Tennessee Colleges of Applied Technology—and two possible “destinations”—community colleges or public universities.

Table 7 presents the institutional migration patterns of TCAT transfers, by sending TCAT and receiving sector. In academic year 2014-15, 560 students migrated from TCATs into the state’s public colleges and universities. Community colleges received 414 students from all 27 TCATs, while public universities received 146 students from 24 TCATs.

Eight TCATs (Chattanooga, Knoxville, Murfreesboro, Livingston, Nashville, Jackson, Elizabethton, and Shelbyville) each sent 20 or more students to the public sector for a total of 368 students, accounting for 65.7 percent of all TCAT transfers. In contrast, seven other TCATs (Athens, Paris, Jacksboro, Covington, Crump, Whiteville, and McKenzie) sent fewer than 10 students each for a total of 6.8 percent of all TCAT transfers. The average number of transfers per TCAT is 20.7, ranging from 1 to 94 students. Because of data suppression to ensure student privacy, not all numbers are directly retrievable from Table 7.

Table 7. Outmigration of TCAT Transfers by Sending Institution, AY 2014-15

SENDING INSTITUTION	COMMUNITY COLLEGES	PUBLIC UNIVERSITIES
Tennessee College of Applied Technology at ATHENS	8	*
Tennessee College of Applied Technology at CHATTANOOGA	92	*
Tennessee College of Applied Technology at COVINGTON	*	0
Tennessee College of Applied Technology at CROSSVILLE	8	*
Tennessee College of Applied Technology at CRUMP	*	*
Tennessee College of Applied Technology at DICKSON	7	*
Tennessee College of Applied Technology at ELIZABETHTON	15	6
Tennessee College of Applied Technology at HARRIMAN	10	*
Tennessee College of Applied Technology at HARTSVILLE	6	6
Tennessee College of Applied Technology at HOHENWALD	10	*
Tennessee College of Applied Technology at JACKSBORO	7	*
Tennessee College of Applied Technology at JACKSON	18	6
Tennessee College of Applied Technology at KNOXVILLE	52	9
Tennessee College of Applied Technology at LIVINGSTON	21	25
Tennessee College of Applied Technology at MCKENZIE	*	0
Tennessee College of Applied Technology at MCMINNVILLE	10	*
Tennessee College of Applied Technology at MEMPHIS	8	7
Tennessee College of Applied Technology at MORRISTOWN	10	*
Tennessee College of Applied Technology at MURFREESBORO	34	25
Tennessee College of Applied Technology at NASHVILLE	32	11
Tennessee College of Applied Technology at NEWBERN	10	6
Tennessee College of Applied Technology at ONEIDA	*	*
Tennessee College of Applied Technology at PARIS	*	*
Tennessee College of Applied Technology at PULASKI	9	9
Tennessee College of Applied Technology at RIPLEY	9	*
Tennessee College of Applied Technology at SHELBYVILLE	18	*
Tennessee College of Applied Technology at WHITEVILLE	*	0
UNSUPPRESSED TOTAL: 560 students	414	146

* To comply with FERPA requirements, cells containing 5 observations or fewer are suppressed.
Data suppression makes it impossible to directly retrieve data described in the narrative from this table.

Table 8 shows the receiving public institutions that accepted TCAT transfers during the academic year 2014-15. Tennessee Technological University received 29 TCAT transfer students, the most among public universities. Middle Tennessee State University followed with 28 transfer students, and University of Tennessee at Martin received 21 TCAT transfers. At the other end of the spectrum, Tennessee State University accepted 6 TCAT transfers. The average number of TCAT transfers for universities was 16 students.

Table 8. Outmigration of TCAT Transfers by Receiving Institution, AY 2014-15

RECEIVING INSTITUTION	TCAT TRANSFERS
Austin Peay State University	13 students
East Tennessee State University	15 students
Middle Tennessee State University	28 students
Tennessee State University	6 students
Tennessee Technological University	29 students
University of Memphis	11 students
University of Tennessee, Chattanooga	7 students
University of Tennessee, Knoxville	16 students
University of Tennessee, Martin	21 students
Chattanooga State Community College	95 students
Cleveland State Community College	10 students
Columbia State Community College	27 students
Dyersburg State Community College	14 students
Jackson State Community College	35 students
Motlow State Community College	45 students
Nashville State Community College	34 students
Northeast State Community College	21 students
Pellissippi State Community College	39 students
Roane State Community College	41 students
Southwest Tennessee Community College	16 students
Volunteer State Community College	27 students
Walters State Community College	10 students

For community colleges, Chattanooga State and Motlow State received the highest number of TCAT transfers, with 95 and 45 students, respectively. Most TCAT transfers into Chattanooga State (91 students, or 95.8 percent) came from the TCAT at Chattanooga located on the Chattanooga State campus. Motlow State drew 16 students (35.6 percent) from the TCAT at Shelbyville and 13 transfers (28.9 percent) from the TCAT at Murfreesboro. On the other end of the spectrum, Cleveland State and Walters Tennessee received 10 TCAT transfers each. The average for community colleges was 32 TCAT transfers per receiving institution.

Demographic and Academic Characteristics of TCAT Transfers

This section compares TCAT transfers to the group of traditional public transfer students; that is, students who satisfy the definition of a transfer student in the **Background** section.

Figure 15 shows that, on average, TCAT transfers differ from traditional transfer students in several respects. The greatest difference exists in the age composition: There are 8.1 percentage point more adult students among students transferring from Tennessee Colleges of Applied Technology than among regular public transfer students. Female students among TCAT transfers (64.5 percent) are more common than among traditional transfer students (57.3 percent). Regarding the racial/ethnic composition, there are more white students (74.8 percent) than nonwhite students (25.2 percent) among TCAT transfers.

Figure 15. Demographic Characteristics of TCAT Transfers and Traditional Public Transfers, AY 2014-15

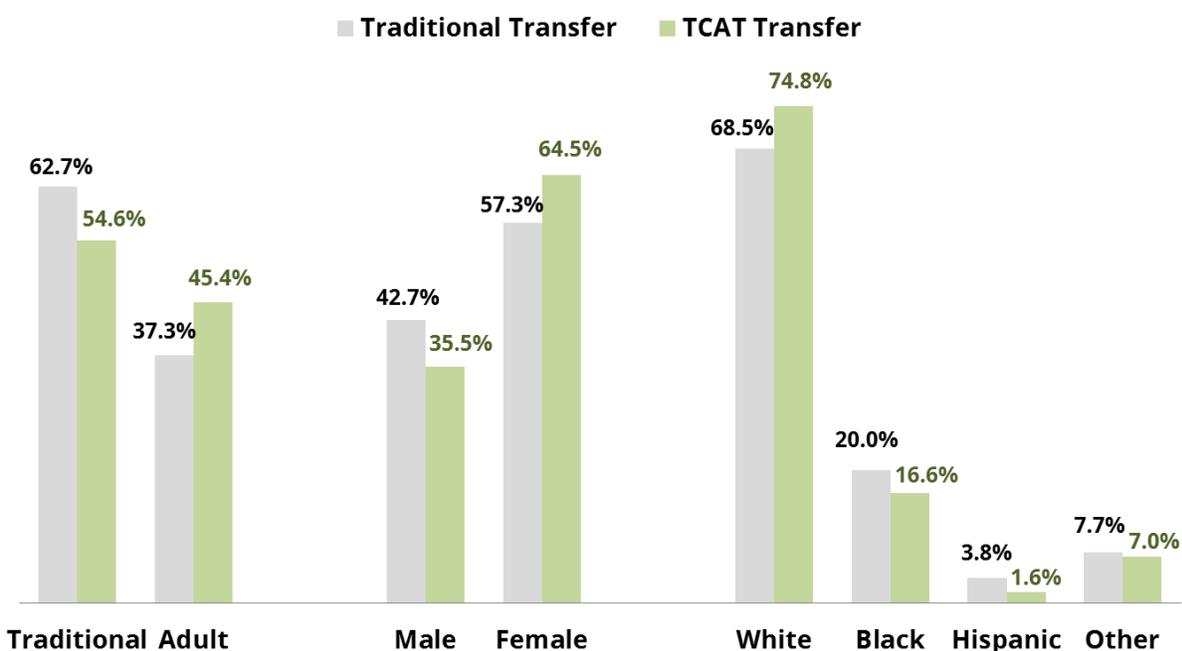


Table 9 clearly shows why TCAT transfers do not fall under the traditional definition of transfer students and, as a rule, are not coded as such by institutions. During the 2014-15 academic year, 383 students (68.4 percent) moving from TCATs into Tennessee public institutions were either *returning students* (individuals who had been already registered at that institution during the preceding term) or *readmitted students* (individuals who had previously attended that institution but had a gap in their attendance). Twenty TCAT transfers were pre-college students (high school students taking college courses in advance of high school graduation); those were high school students using the dual enrollment grant to attend TCATs. Out of 157 students who enrolled at the institution for the first time, 72 were first-time college students, and only 73 former TCAT students were coded as transfer students by receiving institutions.

Table 9. Student Registration Types of TCAT Transfers, AY 2014-15

REGISTRATION TYPE	First-Time at Institution Student	Pre-College Student	Readmitted Student	Returning Student	TOTAL
First-Time College Student	72	-	-	-	72
Transfer Student	73	-	-	-	73
Transient Student	1	-	-	-	1
All Others	11	20	154	229	414
TOTAL	157	20	154	229	560

Approximately 69.5 percent of TCAT transfers in AY 2014-15 had some prior college experience⁵. In other words, majority of students migrating from Tennessee Colleges of Applied Technology had attended a Tennessee public institution before enrolling in a TCAT. Specifically, 303 such students (54.1%) had been enrolled in a Tennessee community college and 86 students (15.4%) had attended a Tennessee public university prior to enrolling in a TCAT.

Regarding academic majors, TCAT transfers predominantly chose the following fields at their TCATs: *Health Professions and Related Services* (287 students, or 51.3 percent); *Trades and Industrial* (151 students, or 27 percent); and *Business, Management and Administrative Services* (49 students or 8.8 percent) (**Table 10**). In the new institution, 78.6 percent of all TCAT transfers opted for five major academic fields: *Health Professions and Related Services* (162 students); *Liberal Arts and Sciences* (156 students); *Engineering* (50 students); *Personal Improvement and Leisure Programs* (35 students); and *Business,*

⁵ Estimated from the available data but not presented in tables.

Management and Administrative Services (30 students)⁶. Out of 560 TCAT transfers, 394 students (70.4 percent) changed their broad major field after transferring into a public institution from a Tennessee College of Applied Technology

Table 10. TCAT Transfers by Major and Post-transfer Major Change, AY 2014-15

TCAT MAJOR	TCAT TRANSFERS		CHANGED MAJOR AFTER TRANSFER	
	Students	Percent of Total	Students	Percent of Total
Health Professions and Related Services	287	51.3%	150	26.8%
Trades and Industrial	151	27.0%	150	26.8%
Business, Management, and Admin. Services	49	8.8%	43	7.7%
Personal Improvement and Leisure Programs	23	4.1%	23	4.1%
Personal and Miscellaneous Services	16	2.9%	16	2.9%
Engineering	5	0.9%	4	0.7%
Home Economics	5	0.9%	5	0.9%
Computer & Information Sciences	2	0.4%	2	0.4%
Agriculture	1	0.2%	1	0.2%
Visual and Performing Arts	1	0.2%	0	0.0%
<i>UNKNOWN</i>	20	3.6%	20	3.6%
Did not change major			146	26.1%

⁶ Estimated from the available data but not presented in tables.

VI. Transfer History of 2013-14 Bachelor's Degree Completers at Public Universities

In addition to analyzing student transfer activity in the academic year 2014-15, this report also examines past transfer history of 2013-14 bachelor's degree completers in Tennessee public universities. The choice of AY 2013-14 is determined by data availability; the graduation data for spring 2015 will be available following the legislative submission date for this report.

The main statistics of interest include (a) the percent of bachelors graduates who ever changed institutions (from outside or within the Tennessee public sector) and (b) the percent of bachelors graduates who ever attended a community college.

The analysis found that in the academic year 2013-14:

- Tennessee public universities awarded 20,877 bachelor's degrees to 20,701 students, including multiple degrees earned by up to 176 graduates⁷.
- 9,233 baccalaureate graduates (44.6 percent) changed institutions at least once in their prior academic history. The average number of transfers per student was 1.25, for 11,584 total instances of transfer.
- 6,973 baccalaureate graduates (33.7 percent) previously attended a two-year college (including Tennessee, out-of-state, and private colleges). For these students, the average number of transfers per student was 1.6, totaling 10,999 transfers.
- 6,094 baccalaureate graduates (29.4 percent) previously attended a Tennessee community college. For these students, the average number of transfers per student was 1.7, totaling 10,120 transfers.

⁷ The *Tennessee Higher Education Fact Book* reports the number of degree awards and not the number of graduates. For 2013-14, the number of bachelor's degrees awarded to graduates is reported to be 20,877.

VII. Conclusion

Examination of student transfer activity in the 2014-15 academic year has identified several implications for articulation and transfer policy implementation.

1. Although Tennessee's student population is highly mobile (almost 45 percent of bachelor's degree completers transfer at least once in their academic career), new transfer students' share of undergraduate enrollment has remained stable over time.
2. A considerable number of "out-of-state students" are actually returning Tennessee residents. Although understanding the exact reasons for their decision to transfer back to their home state remains speculative, Tennessee should continue the current practice of offering lottery scholarship opportunities to its returning students and strive to facilitate the efficient transfer of academic credit hours for these students.
3. In what may be a surprise to some, many students transfer from universities to community colleges. During the entire academic year, this transfer direction accounted for more than 26 percent of all transfers among Tennessee public institutions. This trend could mean that some of these students did not find a proper fit at universities. This finding signifies a number of issues ranging from decreased probability of graduation for such students to possible misallocation of state and institutional resources. At the same time, it offers an opportunity for devising policies that better direct students towards institutions in which they can succeed.
4. A consistent finding from past *Articulation and Transfer* reports is that many transfer students arrive at their destination institution with a large amount of credits; however, the majority of them do so without having earned an associate's degree. Prior studies have shown that transfer students take longer to graduate than native students. These findings confirm the uniqueness of transfer students as a group and require targeted responses at the State and institutional levels. Such policies should aim to optimize time and credits to degree both prior to and after transferring.

Tennessee is making great strides in devising innovative policy solutions to implement the mandate of the *Drive to 55* and the *Complete College Tennessee Act* of 2010. However, a number of potential impediments may dampen the effect of new policies. One of the biggest issues of the transfer policy is low degree efficiency; on average, transfer students take longer to graduate and accumulate more extra credits by graduation than native (non-transfer) students. In this regard, Tennessee should continue efforts to develop standards for transferring credit hours for programs and degrees that are not included in

the current Tennessee Transfer Pathways and for transferring credits from out-of-state institutions. Also, high school students need better counseling on their college plans, which may require special training of high school counselors. Based on students' personality type, career plans, academic performance, and aptitude, this training should focus on how to enable students to find institutions in which they can thrive personally and academically.

APPENDIX A. Transfers by Sector of Origin and as a Percent of Undergraduate Enrollment, Public Institutions, AY 2014-15

RECEIVING INSTITUTION	TRANSFERS BY SECTOR OF ORIGIN			Transfer Student COUNT *	Transfers as PERCENT of Undergrad. Enrollment	Total Undergrad. Enrollment **
	Tennessee Public	Tennessee Independent	Out-of-State			
Austin Peay State University	413	64	931	1,408	12.9%	10,905
East Tennessee State University	991	121	521	1,633	12.1%	13,475
Middle Tennessee State University	1,723	211	938	2,872	11.9%	24,228
Tennessee State University	544	53	370	967	11.7%	8,231
Tennessee Technological University	788	59	160	1,007	8.7%	11,565
University of Memphis	1,213	246	848	2,307	11.5%	19,980
TBR System	5,672	754	3,768	10,194	11.5%	88,384
University of Tennessee, Chattanooga	736	86	296	1,118	9.8%	11,351
University of Tennessee, Knoxville	1,047	125	453	1,625	6.9%	23,615
University of Tennessee, Martin	377	75	196	648	8.7%	7,453
UT System	2,160	286	945	3,391	8.0%	42,419
PUBLIC UNIVERSITY TOTAL	7,832	1,040	4,713	13,585	10.4%	130,803
Chattanooga State	535	91	505	1,131	8.9%	12,764
Cleveland State	138	61	127	326	7.0%	4,666
Columbia State	282	78	274	634	9.0%	7,054
Dyersburg State	193	27	81	301	8.3%	3,634
Jackson State	228	67	116	411	6.2%	6,627
Motlow State	357	33	201	591	9.3%	6,344
Nashville State	789	154	794	1,737	11.6%	15,013
Northeast State	286	31	222	539	7.1%	7,559
Pellissippi State	664	129	418	1,211	8.3%	14,598
Roane State	357	45	184	586	7.4%	7,938
Southwest Tennessee	598	122	545	1,265	8.2%	15,378
Volunteer State	502	74	332	908	8.4%	10,767
Walters State	156	63	169	388	5.1%	7,663
COMMUNITY COLLEGE TOTAL	5,085	975	3,968	10,028	8.4%	120,005
PUBLIC HIGHER EDUCATION TOTAL	12,917	2,015	8,681	23,613	9.4%	250,808

* Transfer students include individuals meeting the definition on p. 1

** Excluding double counting students within the same institution in different semesters.

APPENDIX B. Transfers by Sector of Origin, TICUA Institutions, AY 2014-15

RECEIVING INSTITUTION	TRANSFERS BY SECTOR OF ORIGIN *					Transfer Student COUNT **
	Tennessee Public	TICUA	Non-TICUA	Out-of-state	Unknown	
Aquinas College	63	*		37	6	106
Baptist College of Health Sciences	182	14	*	129	17	342
Belmont University	109	51	*	313	181	654
Bethel University	250	32	7	143	364	796
Bryan College	73	14	*	52	9	148
Carson-Newman College	24	*		25	81	130
Christian Brothers University	85	35	*	52	9	181
Cumberland University	180	26	*	93	12	311
Fisk University					23	23
Freed-Hardeman University	35	11		39	10	95
Johnson University	*			31	55	86
King College	464	28	23	283	165	963
Lane College	44	14	*	42	16	116
Le Moyne-Owen College	74	29		44	*	147
Lee University	121	21	8	207	121	478
Lincoln Memorial University	188	6	*	99	*	293
Lipscomb University	76	14	*	133	51	274
Martin Methodist College	99			27	60	186
Maryville College	47	*		30	9	86
Memphis College of Art	8	15		13	*	36
Milligan College	54	*		35	6	95
Rhodes College			*	11	11	22
Sewanee-The University of the South	*	*		23	*	23
Southern Adventist University	40	*		164	7	211
Tennessee Wesleyan College	126	22		35	21	204
Trevecca Nazarene University	27	6		51	*	84
Tusculum College	*			*	55	55
Union University	112	65	*	71	*	248
Vanderbilt University ***					207	207
Watkins College of Art, Design & Film	13	*	*	18	7	38
Welch College	*	*	*	17	9	26
TOTAL (SUPPRESSED) *	2,494	403	38	2,217	1,512	6,664
TOTAL (UNSUPPRESSED)						6,741

* To comply with FERPA requirements, cells containing 5 observations or fewer are suppressed.

TOTAL (SUPPRESSED) does not include the values of the suppressed cells.

** Includes only values of the unsuppressed cells.

*** Vanderbilt University does not report sending institution of transfer students.

APPENDIX C. Public Transfer Students by Sending Institution and Receiving University, AY 2014-15

SENDING INSTITUTION	TOTAL	RECEIVING INSTITUTION *								
	SENT **	APSU	ETSU	MTSU	TSU	TTU	UM	UTC	UTK	UTM
Austin Peay State University	142	-	*	44	24	9	21	13	16	15
East Tennessee State University	132	7	-	34	*	21	6	13	44	7
Middle Tennessee State University	301	34	13	-	54	34	56	38	51	21
Tennessee State University	144	24	*	54	-	*	44	9	7	6
Tennessee Technological University	162	15	10	57	13	-	9	15	43	*
University of Memphis	83	11	*	31	*	*	-	*	14	27
University of Tennessee, Chattanooga	279	18	13	88	10	15	58	-	58	19
University of Tennessee, Knoxville	359	21	46	108	10	36	62	53	-	23
University of Tennessee, Martin	100	11	*	21	*	9	42	*	17	-
Chattanooga State Community College	555	9	66	47	*	54	8	348	17	6
Cleveland State Community College	146	*	34	16		10		60	26	
Columbia State Community College	455	26	16	272	27	26	6	39	15	28
Dyersburg State Community College	155	*	*	18	*	*	61	*	*	76
Jackson State Community College	281	11	6	24	*	*	120	6	8	106
Motlow State Community College	454	8	8	308	21	79	*	18	12	
Nashville State Community College	655	108	7	210	217	66	7	13	15	12
Northeast State Community College	385	*	350	9	*	11		*	15	*
Pellissippi State Community College	756	17	98	57	9	79	*	29	467	*
Roane State Community College	398	*	67	48		197		8	78	*
Southwest Tennessee Community College	821	9	*	49	34	*	702	7	10	10
Volunteer State Community College	573	71	18	207	98	116	*	32	31	*
Walters State Community College	384	6	226	21	*	14		17	100	*
TOTAL (SUPPRESSED) **	7,720	406	978	1,723	517	776	1,202	718	1,044	356
TOTAL (UNSUPPRESSED)	7,832	413	991	1,723	544	788	1,213	736	1,047	377

* To comply with FERPA requirements, cells containing 5 observations or fewer are suppressed.

** TOTAL SENT and TOTAL (SUPPRESSED) do not include the values of the suppressed cells.

APPENDIX D. Public Transfer Students by Sending Institution and Receiving Community College, AY 2014-15

SENDING INSTITUTION	TOTAL SENT	RECEIVING INSTITUTION *												
	**	CHSCC	CLSCC	COSCC	DSCC	JSCC	MSCC	NASCC	NESCC	PSCC	RSCC	STCC	VSCC	WSCC
Austin Peay State University	195	10	*	10	*	11	9	92		8	*	14	41	*
East Tennessee State University	360	30	*	*		*	*	10	199	42	18	*	*	61
Middle Tennessee State University	561	28	10	45	8	19	157	121	9	20	14	51	79	*
Tennessee State University	204	9		8	*	9	6	93	*	*	*	60	19	*
Tennessee Technological University	365	27	7	14	*	*	43	99	*	39	35	*	93	8
University of Memphis	375	*		6	31	21		7		*		310	*	*
University of Tennessee, Chattanooga	487	228	11	48	*	9	18	32	7	41	*	42	45	6
University of Tennessee, Knoxville	530	21	8	31	*	9	11	42	23	268	42	26	31	18
University of Tennessee, Martin	227	*		16	58	77	6	20	*	*		41	9	
Chattanooga State Community College	145	-	71	6	*	*	11	16	*	18	16	7	*	*
Cleveland State Community College	95	68	-	*		*	*	*	*	16	11		*	*
Columbia State Community College	90	7	*	-	*	*	18	39		9	*	*	17	
Dyersburg State Community College	59	*		*	-	38	*	*				21	*	
Jackson State Community College	80	*	*	*	42	-	6	14		*	*	9	9	
Motlow State Community College	105	15	*	21			-	35	*	*	6	*	28	*
Nashville State Community College	196	12	*	34	*	6	31	-		13	7		93	*
Northeast State Community College	26	*					*	*	-	14	*		*	12
Pellissippi State Community College	218	17	*	*			*	14	*	-	158	*	8	21
Roane State Community College	156	19	7	*	*	*	*	17	*	93	-		10	10
Southwest Tennessee Comm. College	78	10	*	*	33	10	*	19	*	6	*	-	*	*
Volunteer State Community College	186	18	*	19	*	*	24	102	*	9	14	*	-	*
Walters State Community College	121	7	*	*				6	32	55	21	*	*	-
TOTAL (SUPPRESSED) **	4,859	526	114	258	172	209	340	778	270	651	342	581	482	136
TOTAL (UNSUPPRESSED)	5,085	535	138	282	193	228	357	789	286	664	357	598	502	156

* To comply with FERPA requirements, cells containing 5 observations or fewer are suppressed.

** TOTAL SENT and TOTAL (SUPPRESSED) do not include the values of the suppressed cells.

APPENDIX E. Public Transfer Students by Credits and Degrees Brought to Receiving Institutions, AY 2014-15

RECEIVING INSTITUTION	CREDIT HOURS AT TRANSFER							Total Transfer Students *	DEGREE AT TRANSFER	
	<= 12	13-24	25-36	37-48	49-60	> 60 no degree	> 60 with degree		Associate's	Bachelor's or higher
Austin Peay State University	89	157	182	142	140	538	73	1,321	73	10
East Tennessee State University	94	116	144	120	158	545	316	1,493	341	22
Middle Tennessee State University	122	201	355	322	410	1,002	273	2,685	309	33
Tennessee State University	118	82	102	88	99	328	81	898	87	21
Tennessee Technological University	45	64	113	123	175	284	172	976	211	9
University of Memphis	93	194	290	286	322	832	172	2,189	219	29
University of Tennessee, Chattanooga	33	90	140	139	158	364	165	1,089	197	1
University of Tennessee, Knoxville	50	140	274	174	307	432	202	1,579	252	15
University of Tennessee, Martin	35	66	88	63	84	207	82	625	88	2
PUBLIC UNIVERSITY TOTAL	679	1,110	1,688	1,457	1,853	4,532	1,536	12,855	1,777	142
Chattanooga State	277	250	205	148	89	118	42	1,129	9	41
Cleveland State	119	63	49	29	23	37	5	325	2	3
Columbia State	238	167	102	69	34	21	3	634	5	9
Dyersburg State	80	63	49	34	14	45	1	286	0	5
Jackson State	156	88	75	32	29	25	5	410	1	10
Motlow State	204	128	86	53	32	62	7	572	4	10
Nashville State	746	351	235	150	104	116	31	1,733	6	35
Northeast State	212	124	71	46	46	29	11	539	2	12
Pellissippi State	334	232	211	111	74	158	19	1,139	6	35
Roane State	143	92	78	65	44	95	23	540	13	30
Southwest State	908	279	59	11	4	3	1	1,265	1	23
Volunteer State	260	182	142	104	66	100	14	868	4	21
Walters State	83	74	75	42	28	62	5	369	5	8
COMMUNITY COLLEGE TOTAL	3,760	2,093	1,437	894	587	871	167	9,809	58	242
GRAND TOTAL	4,439	3,203	3,125	2,351	2,440	5,403	1,703	22,664	1,835	384

* Table excludes 949 students with missing data on credits.

APPENDIX E (Cont'd). Public Transfer Students by Credits and Degrees Brought to Receiving Institutions, AY 2014-15

RECEIVING INSTITUTION	CREDIT HOURS AT TRANSFER							Total Transfer Students *	DEGREE AT TRANSFER	
	<= 12	13-24	25-36	37-48	49-60	> 60 no degree	> 60 with degree		Associate's	Bachelor's or higher
Austin Peay State University	6.7%	11.9%	13.8%	10.7%	10.6%	40.7%	5.5%	1,321	5.5%	0.8%
East Tennessee State University	6.3%	7.8%	9.6%	8.0%	10.6%	36.5%	21.2%	1,493	22.8%	1.5%
Middle Tennessee State University	4.5%	7.5%	13.2%	12.0%	15.3%	37.3%	10.2%	2,685	11.5%	1.2%
Tennessee State University	13.1%	9.1%	11.4%	9.8%	11.0%	36.5%	9.0%	898	9.7%	2.3%
Tennessee Technological University	4.6%	6.6%	11.6%	12.6%	17.9%	29.1%	17.6%	976	21.6%	0.9%
University of Memphis	4.2%	8.9%	13.2%	13.1%	14.7%	38.0%	7.9%	2,189	10.0%	1.3%
University of Tennessee, Chattanooga	3.0%	8.3%	12.9%	12.8%	14.5%	33.4%	15.2%	1,089	18.1%	0.1%
University of Tennessee, Knoxville	3.2%	8.9%	17.4%	11.0%	19.4%	27.4%	12.8%	1,579	16.0%	0.9%
University of Tennessee, Martin	5.6%	10.6%	14.1%	10.1%	13.4%	33.1%	13.1%	625	14.1%	0.3%
PUBLIC UNIVERSITY TOTAL	5.3%	8.6%	13.1%	11.3%	14.4%	35.3%	11.9%	12,855	13.8%	1.1%
Chattanooga State	24.5%	22.1%	18.2%	13.1%	7.9%	10.5%	3.7%	1,129	0.8%	3.6%
Cleveland State	36.6%	19.4%	15.1%	8.9%	7.1%	11.4%	1.5%	325	0.6%	0.9%
Columbia State	37.5%	26.3%	16.1%	10.9%	5.4%	3.3%	0.5%	634	0.8%	1.4%
Dyersburg State	28.0%	22.0%	17.1%	11.9%	4.9%	15.7%	0.3%	286	0.0%	1.7%
Jackson State	38.0%	21.5%	18.3%	7.8%	7.1%	6.1%	1.2%	410	0.2%	2.4%
Motlow State	35.7%	22.4%	15.0%	9.3%	5.6%	10.8%	1.2%	572	0.7%	1.7%
Nashville State	43.0%	20.3%	13.6%	8.7%	6.0%	6.7%	1.8%	1,733	0.3%	2.0%
Northeast State	39.3%	23.0%	13.2%	8.5%	8.5%	5.4%	2.0%	539	0.4%	2.2%
Pellissippi State	29.3%	20.4%	18.5%	9.7%	6.5%	13.9%	1.7%	1,139	0.5%	3.1%
Roane State	26.5%	17.0%	14.4%	12.0%	8.1%	17.6%	4.3%	540	2.4%	5.6%
Southwest State	71.8%	22.1%	4.7%	0.9%	0.3%	0.2%	0.1%	1,265	0.1%	1.8%
Volunteer State	30.0%	21.0%	16.4%	12.0%	7.6%	11.5%	1.6%	868	0.5%	2.4%
Walters State	22.5%	20.1%	20.3%	11.4%	7.6%	16.8%	1.4%	369	1.4%	2.2%
COMMUNITY COLLEGE TOTAL	38.3%	21.3%	14.6%	9.1%	6.0%	8.9%	1.7%	9,809	0.6%	2.5%
GRAND TOTAL	19.6%	14.1%	13.8%	10.4%	10.8%	23.8%	7.5%	22,664	8.1%	1.7%

* Table excludes 949 students with missing data on credits.

APPENDIX F. Public Transfer Students by Credit Hours Earned at Sending Institutions, AY 2014-15

SENDING INSTITUTION	CREDIT HOURS AT TRANSFER *						Total Public Transfers **
	<12	12-23	24-35	36-47	48-59	>= 60	
Austin Peay State University	45	63	64	37	31	93	333
East Tennessee State University	71	95	86	59	45	129	485
Middle Tennessee State University	107	155	155	102	81	228	828
Tennessee State University	55	76	76	28	27	80	342
Tennessee Technological University	69	108	99	51	53	129	509
University of Memphis	61	89	78	61	39	136	464
University of Tennessee, Chattanooga	94	151	186	77	68	173	749
University of Tennessee, Knoxville	106	124	152	103	76	291	852
University of Tennessee, Martin	51	50	73	46	30	83	333
PUBLIC UNIVERSITY TOTAL	659	911	969	564	450	1,342	4,895
Chattanooga State	57	49	64	53	62	406	691
Cleveland State	21	35	31	26	21	119	253
Columbia State	45	49	71	59	56	266	546
Dyersburg State	22	30	33	18	19	120	242
Jackson State	28	33	26	55	50	175	367
Motlow State	43	40	63	61	73	280	560
Nashville State	80	111	89	97	108	344	829
Northeast State	20	23	38	26	45	273	425
Pellissippi State	78	74	84	85	95	552	968
Roane State	40	51	51	56	55	309	562
Southwest State	78	128	133	95	80	374	888
Volunteer State	71	68	103	78	86	350	756
Walters State	55	46	47	47	51	271	517
COMMUNITY COLLEGE TOTAL	638	737	833	756	801	3,839	7,604
Closed public institutions	2	1	1	1	1	1	7
GRAND TOTAL	1,299	1,649	1,803	1,321	1,252	5,182	12,506

* Cumulative credits at a prior institution could have been earned at any time and are not necessarily transferable toward a degree.

** Table excludes 411 students with missing data on credits.

APPENDIX F (Cont'd). Public Transfer Students by Credit Hours Earned at Sending Institutions, AY 2014-15

SENDING INSTITUTION	CREDIT HOURS AT TRANSFER *						Total Public Transfers **
	<12	12-23	24-35	36-47	48-59	>= 60	
Austin Peay State University	13.5%	18.9%	19.2%	11.1%	9.3%	27.9%	333
East Tennessee State University	14.6%	19.6%	17.7%	12.2%	9.3%	26.6%	485
Middle Tennessee State University	12.9%	18.7%	18.7%	12.3%	9.8%	27.5%	828
Tennessee State University	16.1%	22.2%	22.2%	8.2%	7.9%	23.4%	342
Tennessee Technological University	13.6%	21.2%	19.4%	10.0%	10.4%	25.3%	509
University of Memphis	13.1%	19.2%	16.8%	13.1%	8.4%	29.3%	464
University of Tennessee, Chattanooga	12.6%	20.2%	24.8%	10.3%	9.1%	23.1%	749
University of Tennessee, Knoxville	12.4%	14.6%	17.8%	12.1%	8.9%	34.2%	852
University of Tennessee, Martin	15.3%	15.0%	21.9%	13.8%	9.0%	24.9%	333
PUBLIC UNIVERSITY TOTAL	13.5%	18.6%	19.8%	11.5%	9.2%	27.4%	4,895
Chattanooga State	8.2%	7.1%	9.3%	7.7%	9.0%	58.8%	691
Cleveland State	8.3%	13.8%	12.3%	10.3%	8.3%	47.0%	253
Columbia State	8.2%	9.0%	13.0%	10.8%	10.3%	48.7%	546
Dyersburg State	9.1%	12.4%	13.6%	7.4%	7.9%	49.6%	242
Jackson State	7.6%	9.0%	7.1%	15.0%	13.6%	47.7%	367
Motlow State	7.7%	7.1%	11.3%	10.9%	13.0%	50.0%	560
Nashville State	9.7%	13.4%	10.7%	11.7%	13.0%	41.5%	829
Northeast State	4.7%	5.4%	8.9%	6.1%	10.6%	64.2%	425
Pellissippi State	8.1%	7.6%	8.7%	8.8%	9.8%	57.0%	968
Roane State	7.1%	9.1%	9.1%	10.0%	9.8%	55.0%	562
Southwest State	8.8%	14.4%	15.0%	10.7%	9.0%	42.1%	888
Volunteer State	9.4%	9.0%	13.6%	10.3%	11.4%	46.3%	756
Walters State	10.6%	8.9%	9.1%	9.1%	9.9%	52.4%	517
COMMUNITY COLLEGE TOTAL	8.4%	9.7%	11.0%	9.9%	10.5%	50.5%	7,604
Closed public institutions							7
GRAND TOTAL	10.4%	13.2%	14.4%	10.6%	10.0%	41.4%	12,506

* Cumulative credits at a prior institution could have been earned at any time and are not necessarily transferable toward a degree.

** Table excludes 411 students with missing data on credits.